

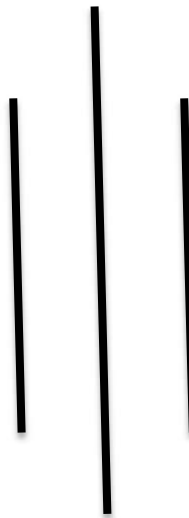


**English Language Teaching in Nepal:
An Investigation of Issues and Challenges**

by

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B.Ed., MLitt



Thesis Submitted in fulfilment
of the Requirements for the Degree of Doctor of Philosophy

University of Tasmania

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Abstract

Prior to starting the PhD, my personal experience and observations as an English language teacher in Nepal suggested that several issues and challenges impeded English language teaching (ELT) in Nepal. A preliminary exploration (PE) with my lecturers and colleagues in Nepal also raised similar issues and challenges. This research project explores Nepalese English language teachers' perceptions of ELT. The research project was guided by the following research questions.

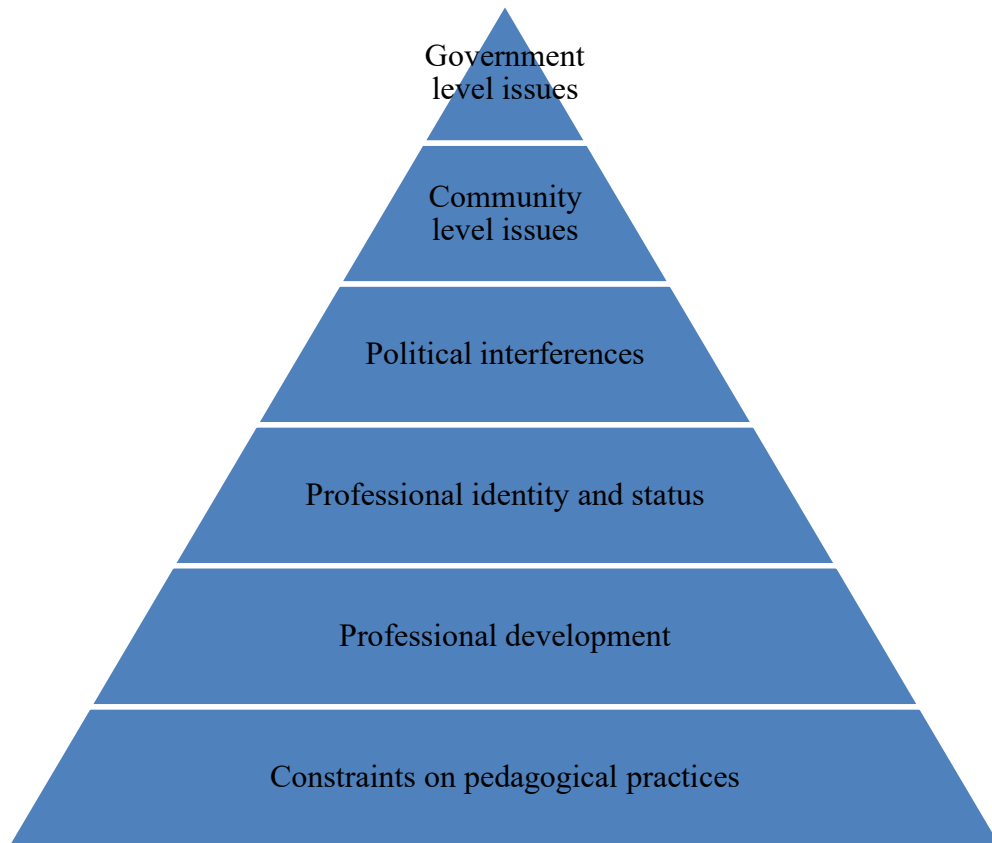
- a. What are the issues and challenges that have an impact on English language teaching in Nepal?
- b. How can English language teaching in Nepal be improved?

Essentially, with a mixed-methods approach in its methodology, this research solicited the perceptions of Nepalese secondary English language teachers in order to investigate issues and challenges in ELT in Nepal. The qualitative data were drawn from sixteen semi-structured interviews that were conducted in four different districts of Nepal: Kathmandu, Chitwan, Surkhet, and Dailekh. The participants shared their experiences of teaching English language and highlighted the issues and challenges. The interview data were thematically analysed to generate emergent themes. Counting frequency of the prevalence of thematic responses across participants was used to gain initial themes which assisted in developing the theme hierarchy.

For quantitative data, 200 teachers from the same districts completed a questionnaire survey to determine their self-efficacy, motivation and self-reported English language proficiency. The Teacher Sense of Efficacy Scale (TSES) validated by Tschannen-Moran & Hoy (2001) to determine efficacy for classroom management, student engagement, and instructional strategies was used in this research. The questionnaire to test teachers' self-reported English

language proficiency was derived from Chacon (2005) to assess four language skills: speaking, listening, reading and writing. Finally, sixteen item scales were formulated based on Guajardo (2011) framework of analysis for teacher motivation. The quantitative data were descriptively analysed to gain mean and standard deviation. Bivariate two-tailed correlations were also computed on the survey data.

Analysis of the qualitative data indicated that several issues and challenges for ELT in Nepal operate at different levels of the education system. These issues can be observed in top-down hierarchy from macro to micro level; the system level issues on the top and the actual classroom teaching issues remaining on the bottom. The qualitative data analysis developed a pyramid structured issues hierarchy, presented below, which was fundamental in discussing diverse ELT issues in the Nepalese education system. Nepalese education still follows a top-down approach and accordingly it was also found that the role of the government and the community is very crucial in enhancing ELT quality with definite policies and direction. Moreover, extensive political interference, teachers' professional identity and status, and ineffective and limited opportunities for professional development were discussed as dominant ELT issues. In the same way, these ELT issues operating at different levels of the education system were found to be interrelated. The issues that affect classroom pedagogy are difficult to separate from other issues in the top hierarchy levels.



Descriptive analysis of quantitative data to determine self-efficacy of teachers revealed that Nepalese secondary ELT teachers felt that they were less efficacious in student engagement and classroom management than instructional strategies. Similarly, the quantitative findings for teachers' self-reported English language proficiency suggested that teachers rated themselves less proficient in listening and speaking skills compared to reading and writing skills. These participating teachers rated themselves highly proficient in writing. Moreover, quantitative data also revealed that English language teachers in Nepal are highly demotivated within the profession. Teachers' remuneration and incentives, workload and challenges were indicated as the most demotivating factors. Above all, correlation analysis of the quantitative data demonstrated that the dependent variable (teacher self-efficacy) and other independent variables (self-reported English language proficiency and motivation) were strongly correlated.

The issues involved in ELT in Nepal do not exist in isolation, rather they are interconnected and complex in terms of their relationship to each other. The pyramid structured model developed via the analysis of qualitative data offers a way of understanding the linkages between ‘top-down’ pressures such as the ineffective policies, limited funding, social and political context and its influence in the classroom practice.

The significant pressures placed upon ELT in Nepal, most notably the policy, social and political, required efforts to improve the quality and outcomes of language teaching. The model developed in this study suggests that a possible option would be a ‘top-down’ approach to policy level change and an increase in resourcing. The current economic situation of Nepal and the ongoing issues of governance and corruption, however, render this as a very distant possibility. A possible way forward was found in hopes expressed by some of the teachers interviewed for the study who still believe that one teacher or one school can bring positive change. Whilst the issues facing ELT in Nepal are significant, it is suggested that a localised and ‘bottom-up’ movement towards change may offer a note of hope for the future.

Dedication

I would like to dedicate this thesis to my parents (Jib Raj Aryal and Bhoj Maya Aryal) for their never tiring support and encouragement. Your faith on my abilities and inspirations enabled me to complete this thesis.

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I am indebted to several people for their contributions in completing this study. First of all, I would like to thank all the participants of this study for their voluntarily participation. Their perceptions on English language teaching in Nepal made this thesis possible.

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I would like to express my sincere gratitude to my family members for their ongoing financial, moral and emotional support.

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List of Acronyms

CALL	Computer Assisted Language Learning
CLT	Communicative Language Teaching
DEO	District Education Office
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
GDP	Gross Domestic Product
ICT	Information and Communication Technologies
I.Ed.	Intermediate of Education
IALL	Internet Assisted Language Learning
MoE	Ministry of Education
MoF	Ministry of Finance
NELTA	Nepal English Language Teacher's Association
PABSON	Private and Boarding School's Organisation, Nepal
PCF	Per Child Fund
PE	Preliminary Exploration
SMC	School Management Committee
SLC	School Leaving Certificate
TPD	Teacher Professional Development
TSC	Teacher Service Commission
TSES	Teacher Sense of Efficacy Scale

Part A: Introduction

Chapter One:

Teaching English in Nepal: Personal Reflection

This research is based on my personal experiences of ELT in Nepal for 5 years. Therefore, this chapter will be reflective writing that focuses on my motivation to undertake this research in the Nepalese ELT context.

I grew up seeing my father as a teacher. The way he was respected in the community and regarded by his students always inspired me to join the teaching profession. Therefore, I chose teaching as my career pathway. The emphasis on English language education placed by the government of Nepal and the contemporary society I was living in provided me an insight that English language teachers have or will have more opportunities. For this reason, I decided to become an English language teacher. After completing my school leaving certificate (SLC), I got enrolment in Intermediate of Education (I.Ed.) with English language specialisation which has led me to pursue my dream to be a teacher of English.

There are a lot of inspirational quotes for teachers and teaching profession which has inspired not only me but also several others to enter this profession. I would like to mention one of the quotes here:

A good teacher is like a burning candle, it consumes itself to light the way for others.

-Mustafa Kemal Attaturk

I do not criticise these quotes, but I can profoundly claim that people only appreciate that the candle has lightened the world; however, they hardly ponder on the slow demise of the candle in the process. This is what I best learnt after I entered the teaching profession. I would like to support my claim with some of my experiences as a teacher in Nepal.

At the end of the second year of I.Ed., student-teachers need to go for practice teaching in a school for 45 days. This practice teaching provides opportunities for the student-teachers to gain experience in teaching after micro-teaching and peer-teaching on campus. Student-teachers are either assigned a school or asked to choose a school they prefer to teach during their practice teaching. I chose a public school which was very close to my house and started teaching the students in Grades 6, 7 and 8. I strongly agree that the nature of practice teaching is very beneficial for the student-teachers as they can learn a lot from real-teaching scenarios; however, I have to mention that the pre-service teacher training I received during the course of study did not prepare me to be an effective teacher. I believe the pre-service teacher training I received was more theoretical/hypothetical which had very limited applications in real classroom teaching. I would like to support this with one of the incidents I faced during my practice teaching.

(One day I was teaching in a Grade 8 class. There were nearly 70 students in the class and I was teaching English grammar. Suddenly...)

Student A: Sir, whatever you are teaching is not right.

The whole class goes wild with laughter which made me very nervous, but somehow I organised myself and replied:

Me: Well, as a student-teacher, I am not an expert. I also can make mistakes. So, could you please suggest me the right answer?

Student A, B, C and others: (This time Student A had some other supporters too): We don't know the right answer but we are definitely sure that whatever you are teaching is not right.

I was helpless in that circumstance. I felt like weeping but I hold my tears. I also felt like leaving the class. Anyhow, I managed to survive those 45 minutes. During the whole class, those difficult students persistently claimed that whatever I was teaching was not right.

It was like ‘a stone in my first bite.’ I discussed it with the senior teachers of that school, but did not receive much help. I was suggested to ignore or punish the students if they try to create a scene in the class. From that day, I was always hesitant to enter that class.

During the pre-service teacher training, we were taught several theories of language teaching and learning; however, issues that can arise in large class size, handling difficult students, teaching in under-resourced context were not focused. This made me realise that the pre-service teacher training I received lacked ground analysis of the real classroom teaching. What compounded the issue was I had no contact with my supervisor-teacher for those 45 days of practice teaching to discuss the issues I was encountering. It was not only me but other student-teachers also had no contact with their respective supervisor-teachers. What I noticed is that supervisor-teachers are more reluctant to provide follow-up support to the student-teachers. The common belief among the supervisor-teachers that their job is done once the student-teachers are sent for the practice teaching leaves the student-teachers at the crossroad with no or limited support.

After completing my I.Ed. degree, I was lucky that I got selected as a lower secondary teacher in one of the reputed privately owned schools of Chitwan district. Before I was handed an appointment letter, the school principal including other teachers told me that the school will be unable to provide me salary and benefits as a lower secondary teacher. Rather, my salary benefits will be of primary teacher. Although I knew the school was taking advantage of me; I accepted the offer because I needed the job. After entering the profession, I came to know that it was a common practice in most of the privately owned schools of Nepal. Moreover, teachers from privately owned schools have to launch protest programmes to receive increased salary. I remember another incident. It must be during 2007/08 that the government of Nepal increased salary of all the government employees by Rs. 2000.00. Therefore, it was the demand of the teachers from the private schools that the school owners

should increase their salary too. It took four months of protests to introduce the increment policy in the schools I was teaching. This indicates that the teachers in privately owned schools, in most occasions, are financially exploited.

I taught in this privately owned school for five years. We always cherished team-work in teaching. I received a lot of support, encouragement and supervision from senior teachers as well as from my colleagues. However, I did not receive any opportunities for formal trainings. During that time, I had no idea about the importance of in-service teacher training. However, I now realise that any opportunities of teacher training would have immensely helped me to be a more effective teacher.

Although I was teaching in a well-known private school, we had very limited infrastructure for ELT. The school administration was reluctant to develop resources and materials needed for ELT. I should acknowledge that the library had sufficient materials for the students, but the support materials needed for the teachers were very nominal. Use of technology has hugely benefited language teaching and learning. Despite this, there were only audio materials available like cassette players, but the use technology like computer and internet did not exist.

Despite being a private school, there were nearly 40-50 students in each class which impacted on my classroom management and use of communicative approach in ELT. Other teachers also had similar issues, thus we requested the school administration to divide the class into different sections, but our request was not heard. The usual answers we received from the school administration was that it needed infrastructure development and recruitment of new teachers to divide the classes into different sections and the school is not in the strong financial position for more investment.

Teachers in the private schools have excessive workload. I used to teach 32 classes in a week. Apart from that, I had to prepare students for extra-curricular activities, check

homework/notebook, mark exam papers weekly, monthly and tri-monthly, monitor and mark project work and prepare results. Not only the school hours, I had to spare a lot of my daily time to complete the work assigned by the school. This situation is similar to most of the teachers teaching in a privately owned school. Even though I had to perform a lot of extra-duties, I was never paid extra benefits.

Another issue I remember is the limited support from the society. Basically, parents from the privately owned schools hardly praise teachers for their hard work. There is a common belief among the parents that they are paying expensive fees to educate their children; therefore, the school and the teachers need to shoulder responsibility for their children. It is not odd that the teachers receive frequent blames for the failure of the students. I would like to add another incident which happened in the year 2006/07. One of the parents accused me that her son scored less marks and could not secure first position in the class because I intentionally marked him low. I handed her the original exam paper and clarify my stand, but she was still unhappy that her son ranked second in the class. She even complained about me with the school administration. After that, I thought of resigning from the post on the ethical ground, but the school administration did not accept my resignation. They told me that these incidents happen now and again and there is no point of distressing; however, the incident had significant impact on my morale and the image of teacher I see myself.

What I also frequently noticed was that the extreme political interferences have significant impact on teaching and learning. Different political parties are their sister organisations frequently announced strikes, and no teaching and learning activities were possible during the strikes. This seriously impacted my time management to complete the curriculum.

Several issues and concerns challenged me for proper ELT. Once I received an opportunity to do my PhD, I decided to further explore issues and challenges faced by other

teachers too. I believed that identifying the issues and challenges of ELT in Nepal will assist ELT practitioners, educational stakeholders and policy makers to introduce new ELT practices and policies. This, in a long run, will have positive impacts to enhance ELT quality in Nepal. Therefore, I aimed to answer the following research questions in my PhD research.

- a. What are the issues and challenges that have an impact on the quality of English language teaching in Nepal?
- b. How can English language teaching in Nepal be improved?

Chapter Two:

Overview of the Structure of the Thesis

2.0 Introduction

This chapter discusses the structure used in the development of this thesis. First of all, it presents the theoretical positioning of this research. For this, it justifies why this research adopted the qualitative dominant mixed methods approach. After that, it explains how and where the literatures have been placed in this research. It also describes the pyramid structured issues hierarchy framework developed during the process of the data analysis which has a significant role in structuring the discussion section of this research. Finally, it presents the structure of the conclusion section.

2.1 Rational for Qualitative Dominant Mixed Methods

As a methodological approach, this research has used mixed methods. Mixed methods which is also known as the ‘third wave’ offers a logical and practical alternative of conducting research (Johnson & Onwuegbuzie, 2004, p. 17). Explaining the usefulness of mixed methods in conducting research, Johnson and Onwuegbuzie (2004) stated:

Mixed methods research also is an attempt to legitimate the use of multiple approaches in answering research questions, rather than restricting or constraining researchers’ choices (i.e., it rejects dogmatism). It is an expansive and creative form of research, not a limiting form of research. It is inclusive, pluralistic, and complementary, and it suggests that researchers take an eclectic approach to method selection and the thinking about and conduct of research. (p.17)

Consequently, I decided to employ mixed methods research for the richness of data. This also provides an opportunity to compare or contrast the findings of the research. As I

was interested in exploring ELT issues and challenges in Nepal; lived experiences, feelings and behaviour of the participants were my primary source of data. The interpretivists believe that multiple people report, view or describe the same incident differently (Mack, 2010); therefore, qualitatively exploring ELT experiences of the participants from the open-ended interviews became essential where participants could indicate different issues resulting in the richness of data. On the other hand, I also conducted a PE before designing this project. I did contact my colleagues and lectures in Nepal to gain further insights on ELT issues and challenges. The PE indicated that Nepalese English as a foreign language (EFL) teachers have low self-efficacy and motivation. Similarly, English language proficiency of EFL teachers was also questioned. Accordingly, I decided to quantitatively explore self-efficacy, motivation and self-reported English language proficiency of the participating teachers. For this reason, this research has a valid argument employing mixed methods.

Although the usefulness of mixed methods research is widely discussed, researchers should be aware that they need to place their research in one of the methodological traditions of positivism or interpretivism as the principal research paradigm. As the core idea of this research is to explore ELT issues and challenges in the Nepalese education system, it was only possible exploring the lived experiences of the participants. Therefore, I believed that qualitative approach would best answer my research questions. Hence, the methodological stand of this research is interpretive dominant where quantitative results will supplement the qualitative results. Accordingly, the structure of this thesis is also qualitative dominant.

2.2 Focus of the study

Previous studies on ELT in Nepal have analysed and discussed a particular issue or challenge limiting effective ELT practice such as use of mother tongue in English language classes (Khatri, 2011), large class sizes and limited resources (Bista, 2011) and ineffective

teacher training (Pant, 2012). These above mentioned researches have outlined the impact of specific issue on ELT; however this research aims to forward comprehensive understanding of issues and challenges limiting effective ELT practice. Instead of analysing and discussing a particular ELT issue, this research intends to provide overall picture of the English language teaching context of Nepal.

The initial focus of this research was to explore issues and challenges particular to ELT pedagogy in Nepal; however the focus of the research became broader after analysing the findings of the Preliminary Exploration (PE) (see chapter 3.0) and literature on the issues and challenges in different ELT contexts (see section 4.2). Analysis of the PE and literature indicated that the ELT issues and challenges are complex and multifaceted and can be grouped in two categories: Pedagogical issues particular to ELT and overall educational issues. Traditional teaching, extensive use of mother tongue and exam-orientated teaching were prevalent pedagogical issues, whereas policy level shortcomings, wider social and economic structures, social perception of the low status of teachers, professional development practices, low remunerations for teachers, limited funding for education and teachers' efficacy and motivation were identified as overall educational issues. Understandably, ELT, one of the crucial components of the overall education system, could also be potentially influenced by general educational issues such as large class size, lack of infrastructure, resources and materials, teacher training, motivation, low status, wider social and economic structures. Hence, I believed that the domain of ELT cannot be investigated in isolation, rather the overall education spectrum should be considered. Thus, investigation of the broader educational context was necessitated for the understanding of the complex and multifaceted ELT situation of Nepal.

2.3 Structure of the Thesis

This thesis is divided into three parts (A, B and C) and fourteen chapters. The part A is an introduction section which contains five chapters. This thesis starts with my personal reflection of teaching English in Nepal. The idea of exploring ELT issues in Nepal aroused my interest from my five years of ELT experience. So, the personal reflection chapter discusses the issues and challenges faced by me during my teaching, and provide justifications for conducting this research in Nepalese ELT context.

The second chapter is ‘The overview of the structure of the thesis’ which explains the theoretical positioning of this research. This chapter also unveils methods and techniques employed in structuring this thesis.

The third chapter is ‘The preliminary exploration.’ I believed that only my personal experiences will not be appropriate and logical to design this research project. Therefore, I conducted a PE to design this project. I contacted my colleagues and the university lecturers to ask them to express their views on ELT issues and challenges in Nepal. The outcome of the PE is reported in the chapter three.

The chapter four is a ‘Literature review’ section which presents the contextual overview of ELT in Nepal, brief literature review on ELT contexts around the world and theoretical foundation of this dissertation. In the contextual overview, it discusses the impact of ten years of civil war in ELT and presents the ELT scenario of Nepal. The contextual overview chapter also discusses some of the Nepalese ELT issues identified by the literature. After that, the literature review section highlights the issues and challenges in different ELT contexts. Lastly, it reviews Communicative Language Teaching (CLT) theory and Bourdieu’s (1991) symbolic capital theory as a theoretical lens of this research. The remainder of the reviewed literature is dispersed in relevant chapters of discussion in part B. This research is exploratory in nature which revealed varied ELT issues. Writing in-depth literature review

depending on the diverse issues and challenges reported by the participants would interrupt consistency of the thesis. Therefore, literature review has been embedded while discussing the issues and challenges in the discussion sections. This enabled comparison and discussion of issues relevant to ELT in Nepal with the international literature.

The final of part A, chapter five, is the ‘research design.’ This chapter describes research methodology, method, data collection procedure and the analytical technique applied in this research. This includes the process carried out to design this research, the settings, the participants of the research, and the methods used to collect data. In the same way, it also details data analysis methods to achieve the aims of this research and limitation of the study.

The part B of this thesis presents analysis, results and discussion in eight chapters. The chapter six which is also the first section of the part B presents quantitative data analysis. In quantitative data analysis, it presents mean and standard deviation of self-efficacy, motivation and self-reported English language proficiency of questionnaire responses. Similarly, correlation study of these variables is also discussed.

The chapter seven discusses macro-level analysis of the qualitative data. This chapter reveals main themes and sub-themes developed from the qualitative data analysis and presents the theme hierarchy. On the basis of this analysis, I designed a pyramid structured theme hierarchy to report the data analysis. Based on this pyramid structured theme hierarchy, chapters in the part B has been structured.



Figure 2.1: Theme hierarchy developed after analysing qualitative data, also used to structure the chapters in part B.

This theme hierarchy was developed on the basis of prevalence of themes. The Nepalese education system still follows a top-down approach. The participants of this research reported that the ELT issues are intertwined and positioned from macro to micro level; the system level issues remaining on the top and the actual classroom issues remaining on the bottom. Therefore, this thesis, from chapters 8 to 13, keeps on unveiling the ELT issues prevalent on both the macro-level (system level) and the micro-level (pedagogical level). These chapters explore answers to the main research questions by discussing key findings based on qualitative analyses conducted and integrate quantitative data to support the qualitative discussion.

The part C of this thesis is the conclusion section. This part comprises of two sections: overall conclusion and recommendation for improvement which are included in chapter 14. The first section of the chapter 14 presents concluding ideas and summary of the overall findings of qualitative and quantitative results. After that, it relates, compares and contrasts the findings of this research with the theoretical foundation of this research. Finally, the

second section describes the participants' views to improve the ELT scenario in Nepal. This section is important in addressing the second research question.

Chapter Three:

The Preliminary Exploration

3.0 Introduction

I was prompted to conduct this research by my own experiences of teaching English in Nepal. I believed that receiving ideas from other ELT practitioner in Nepal would benefit this research in framing the research focus and research questions. For this, a pilot survey was necessitated. Implementation of a pilot study in research can have several benefits (Kim, 2010; Sampson, 2004; Van Teijlingen, Rennie, Hundley, & Graham, 2001). According to Kim (2010), undertaking a pilot study in a research offers researchers with an advantage to adjust or revise their main study. Moreover, a pilot study can contribute to gain a clear conceptualisation of the focus of the research; thus researchers can expand or narrow their research area (Sampson, 2004; Seidman, 1998) and develop research questions (van Teijlingen at el., 2001). In this research, I conducted a pilot study for the broader understanding of the issues and challenges limiting ELT in Nepal. Additionally, the pilot study was crucial to conceptualise my research focus, develop research questions and frame questions for the interview.

Analysis of the PE responses had three advantages in this research. Firstly, the PE responses contributed in developing the research focus. The ELT issues and challenges reported by the PE participants were diverse and multifaceted. For instance, some issues reported in the PE were particular to ELT pedagogy; whereas other were overall educational issues. Thus, instead of researching pedagogical issues and challenges particular to ELT only, comprehensive understanding of the broader Nepalese educational context was felt essential.

The comprehensive understanding of ELT issues and challenges was believed to be effective to be a foundation for policy and practice level improvement. Consequently, understanding the broader education context of Nepal became the focus of the research. Secondly, the PE was useful to frame interview questions which laid the foundation of the qualitative dimension of this research. Responses gained from the PE were considered in designing the interview questionnaire. Lastly, the PE added a new dimension in the main study. Initially, exploring self-efficacy, motivation and English language proficiency were not considered in this research, however the PE indicated that teachers' sense of efficacy, motivation and English language proficiency could potentially influence their English language teaching. Hence, I decided to quantitatively explore these variables reported in the PE.

To receive information on English language education in Nepal, I did contact my previous lecturers and colleague teachers and request them to answer some of the questions. The PE focused on the EFL issues and challenges in Nepal. I emailed two open ended questions to my lecturers and colleagues in Nepal after they agreed to support me. The questions were:

- a. What do you see as main issues in EFL teaching in Nepal? and
- b. What could be done to improve it?

I requested them to respond to me within three weeks. At the end of the specified time, eleven responses were received. These responses were thematically analysed using the frequency count analysis method (Miles & Huberman, 1994). As anticipated, several issues and challenges limiting effective ELT practice were revealed by the PE participants. Issues like traditional teaching, crowded classrooms, lack of resources, inadequate and ineffective teacher trainings, low salaries, overuse of mother tongue, high workloads and so on were reported. These diverse issues were categorised into border themes and analysed.

3.1 Inadequate Funding

Inadequate investment in the education was reported as one of the major issues. PE also indicated that lack of funding in the education is the influencing factor for other prevailing issues. It was reported that limited funding has resulted in under-resourced school environment, poor infrastructure development, unavailability of teaching materials and so on. The PE participants recommended that the government of Nepal should allocate maximum annual budget for the education sector. Similarly, it was also advised that the government should primarily focus on the development of infrastructure which will benefit English language teachers and learners.

3.2 Teacher Training

The PE participants explained that the existing forms of teacher training in Nepal are irregular, inconsistent and traditional. They criticised that the content of most of the teacher trainings in Nepal are hypothetical/ritual, thus wished for training which best suits Nepalese ELT context. Moreover, more opportunities for teacher training programmes from national and international experts were desired. Teacher trainings should address the practical need of the teachers which should update teachers with the current approaches to teaching, meet aims and objectives of the national curriculum and for productive learning outcomes. However, PE reflected contrasting images of the teacher training practice in Nepal. For improvement, the PE participants recommended that the teacher trainings should be regularly conducted, trainings should be designed to address the needs of the teachers, more qualified trainers should be recruited and regular follow-up support should be provided after the training.

3.3 Teachers' Self-efficacy

In reference to the use of teaching methodology, almost all the participants of this PE stated that EFL teachers in Nepal lack self-efficacy. The participants indicated that EFL teachers in Nepal mostly practice lecture based teaching methodology with rote memorising and chorus drill. Similarly, English language is taught as a subject with extensive use of mother tongue. Moreover, teachers dominate ELT classes as an authority rather than being a facilitator.

Efficacious teachers use student-centred approach in teaching and try various new methodologies (Gibson & Dembo, 1984), and their self-perceived efficacy to teach directly impact on their teaching practices and students outcomes (Chacon, 2005). Moreover, efficacious teachers persistently assist low achieving students, less criticised students for incorrect answers and manage time effectively compared to low efficacious teachers who spent more time in non-academic activities and fail to guide students to correct responses (Chacon, 2005). The PE indicated that EFL teachers in Nepal are less efficacious; thus I believed that it will be worthwhile to study the self-efficacy of the teachers. Thus, one of the dimensions of this research is to study self-efficacy of the participants.

3.4 Teachers' Motivation

The PE also revealed that the Nepalese teachers are demotivated within the profession. Low and irregular salary, high workloads, less chance of promotion and job insecurity were some of the factors reported. The declining social image of the teachers, limited support from the school administration and colleagues, irregular supervision from the government and the society, as well as declined discipline level among the learners were also mentioned.

The PE participants also reported that Nepalese teachers are teaching in a very difficult context. Teachers and students sometimes even do not receive textbooks for the whole academic year. Hence, access of other essential materials and infrastructure for EFL teaching has become an unreal dream for Nepalese teachers. Dinham and Scott (1998) reported that infrastructure in the school, class size, workload, support from the school administration and colleague, staff supervision, participation in decision making are key factors that affect teachers' motivation. Similarly, promotion, salary, status of teachers in the society, support from the government and other authorised bodies, and workload plays significant role to determine teachers' motivation (Shann, 1998). The PE participants revealed several factors that have affected Nepalese EFL teachers' motivation. Therefore, I believed that determining teachers' motivation would add a new dimension in this research. Hence, it was included in this research.

3.5 Societal Support and Supervision

The PE participants expressed that involvement of the community to enhance teaching and learning is very nominal. According to the PE, frequent monitoring from the community will increase accountability among the teacher; however participation of the wider community in education is not noteworthy. The PE indicated that less educated and uneducated parents cannot supervise the performance of their children and school. Similarly, these parents have to do day to day work for their survival. For this reason, they can hardly spare time to visit schools to monitor the progress of their children and performance of teacher and school.

The PE participants desired to learn from the society. They also maintained their desire for frequent consultations with the parents and the community members which will facilitate them for their improved ELT practice; however expressed their disappointment that

the parents and the community members are reluctant to support schools and teachers.

Explaining the role of community in the education, Uemura (1999) stated that the community members could contribute with teaching materials locally available and more familiar for the learners. Similarly, interaction with knowledgeable community members can be beneficial for the teachers. They can incorporate skills and knowledge gained from the community members into their curriculum which will enhance their teaching.

3.6 Inadequate/Inappropriate Policies

Some of the policy level issues were also identified by the PE participants. They reported that the existing teacher management under decentralisation policy has elevated the issues of equity, favouritism and hierarchy among the teachers. The PE participants indicated that teachers are recruited in different status such as permanent, temporary, contract, relief, Per Child Fund (PCF). Permanent teachers are recruited by Teacher Service Commission (TSC); whereas School Management Committee (SMC) can recruit other contract teachers in consultation with the DEO. These teachers recruited under different status receive different incentives, facilities and recognition. The permanent teachers receive salary purposed by the government of Nepal, while respective SMCs can decide salary and benefits for teachers in other categories which in most cases are nominal. Moreover, the permanent position indicates a sense of identity and power (Khanal, 2011); while contract teacher feel being discriminated. Hence, the existing teacher management policy has increased the issue of equity and hierarchy among teacher. In addition to this, empowering SMC to recruit teachers has increased nepotism and favouritism in the recruitment. The PE indicated that some of the SMC are found guilty of recruiting their family members, relatives, party cadres or those who offer bribes. The PE participants believed that the practice of dividing teachers in different

categories has increased dissatisfaction among the teachers, hence need immediate amendments.

The PE participants questioned the English language proficiency of Nepalese EFL teacher. Hence, they a policy to test teachers' English language proficiency should be introduced with immediate effect. Standardisation of English language proficiency for English language teachers will assure minimal level of English language proficiency among the teachers. This provided me an insight that Nepalese EFL teachers' English language proficiency should be measured. For this reason, one of the dimensions of this research is exploring self-reported English language proficiency of Nepalese EFL teachers.

3.8 Conclusion

The PE participants reported several issues and challenges which have impeded ELT in Nepal; thus it was very insightful in understanding the issues and challenges faced by EFL teachers. The PE revealed multifaceted and multilayered ELT issues and challenges. Analysis of the PE responses provided an insight that ELT issues and challenges cannot be observed in isolation; rather they are influenced by broader educational issues and challenges such as school management, teacher management, social and cultural values of the learners and so on. These multi-dimensional issues and challenges needed a meaningful observation and analysis to determine its impact on English education in Nepal. Thus, this research aimed to investigate issues and challenges at different levels of the education system limiting effective English teaching.

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Chapter Five: Research Design

5.0 Introduction

Research design is one of the most significant factors which guides researchers to achieve their research objectives and determines the accomplishment of a research. It also reveals the theoretical positioning and ideology of the researcher.

This chapter elaborates on research methodology, method, data collection procedure and the analytical technique applied in this research. This includes the process carried out to design this research, the settings, the participants of the research, and methods used to collect data. In the same way, it also details data analysis methods to achieve the aims of this research. This research aimed to address the following research questions:

- a. What are the issues and challenges that have an impact on English language teaching in Nepal?
- b. How can English language teaching in Nepal be improved?

This research used mixed methods approach to answer the above mentioned research questions. Mixed methods provide an advantage to the researcher to gain greater understanding of particular aspects of a phenomenon than a single method do (Cameron, 2011). Therefore, I used mixed methods for the holistic understanding of the ELT issues in Nepal.

This research attempts to establish an idea based on participants' views and responses provided during the process of data collection on the issues and challenges limiting effective ELT. For this, the personal experience of the researcher teaching English in Nepal for five

years, relevant literature review, internet articles, newspaper articles and the PE (discussed in the chapter three) are the base in designing this research.

5.1 The Preliminary Exploration

An online PE was piloted to finalise the research questions of this project. The PE focused on EFL issues in Nepal. Although this research started with my personal experience of teaching English in Nepal, I believed that one person will not be able to see the different aspects of the whole system. Hence, getting ideas and knowledge from other EFL practitioners would build further understanding. For this, I requested my lecturers and colleagues in Nepal to participate in the PE. Two open-ended questions were emailed to them after they agreed to support me. Questions of the PE were:

- a. What do you see main EFL issues in Nepal? and
- b. What could be done to improve it?

The participants of the PE were given three weeks to respond to the questions. At the end of the specified time, eleven responses were received. Responses were thematically analysed and themes related to EFL issues emerged. Issues like traditional teaching, crowded classrooms, lack of resources and trainings, low salaries, overuse of mother tongue and high workloads were reported. Similarly, the PE participants also indicated on low self-efficacy and motivation of EFL teachers in Nepal. Further, the PE participants also reported that the education system lacks policy to standardise English language proficiency of EFL teachers before they enter in the profession which has increased the number of less deserving people in the profession.

My personal experience of teaching English in Nepal and the PE gave a research direction to me which was also insightful to frame the research questions. I always wanted to investigate factors affecting EFL education in Nepal but the PE indicated low self-efficacy

and motivation as well as questioned the English language proficiency of the teachers. For this reason, I decided to conduct a mixed methods research. The qualitative section uncovers factors impeding ELT in Nepal and the quantitative section explores the level of self-efficacy, motivation and English language proficiency of the participating teachers.

5.2 A Mixed Methods Research Paradigm

Mixed methods research is often referred to as the third methodological movement which offers a logical and practical alternative (Johnson & Onwuegbuzie, 2004; Tashakkori & Teddlie, 2003). Mixed methods research has witnessed a rapid rise in popularity in the last 10 years (Cameron, 2011). The aim of the mixed methods is not to replace either of qualitative or quantitative approaches of research; rather, it draws positives from each research method and minimises limitations (Johnson & Onwuegbuzie, 2004). Although qualitative research and quantitative research have many paradigmatic differences; both methods use observation techniques to address the research questions. Similarly, both methods describe data, construct explanatory arguments from their data and observe the outcomes (Sechrest & Sidani, 1995). Combining quantitative and qualitative components can be useful in achieving corroborating findings, generating more complete data, and using results from one method to enhance insights attained with the complementary method (Curry, Nembhard & Bradley, 2009).

It has been well articulated in research that mixed methods research immensely benefits researcher; however, mixed methods researchers should be aware that they need to place their research in one of the methodological traditions of positivism or interpretivism as the principal research paradigm. For this reason, the methodological stand of this research is interpretive dominant. I intended to investigate ELT experiences, feelings and emotions of

the participants; therefore, I believed qualitative approach will best answer my research questions.

5.2.1 A Mixed Methods Approach

Johnson and Onuegbuzie (2004) have defined mixed methods research as the research in which the researchers mix or combine quantitative and qualitative research methods, techniques, approaches, concepts into a single research. Only qualitative or quantitative research may restrict researchers with limited choices; however, mixed methods research provides multiple approaches to answer the research questions. Therefore, it can be also termed as the creative form of research which supports researchers to use diverse approaches in their research. Sandelowski (1986) explains that the mixed methods enable researchers to minimise potential bias and invalidity that may exist in every research study.

Using the mixed methods, the researcher collects and analyses data, integrates the finding and draws conclusions (Tashakkori & Creswell, 2007). Similarly, mixed methods research is also useful to indicate the similarities and differences of the particular aspects in a research.

Greene, Caracelli and Graham (1989) have proposed five rationales of conducting mixed methods research which are:

- a. Triangulation (i.e., seeking convergence and corroboration of results from different methods and designs studying the same phenomenon);
- b. Complementarity (i.e., seeking elaboration, enhancement, illustration, and clarification of the results from one method with results from the other method);
- c. Initiation (i.e., discovering paradoxes and contradictions that lead to a re-framing of the research question);

- d. Development (i.e., using the findings from one method to help inform the other method); and
- e. Expansion (i.e., seeking to expand the breadth and range of research by using different methods for different inquiry components).

These rationales are wide-ranging and flexible for data analysis and interpretation; therefore this research aims to closely employ these rationales. The purpose of this research is to explore existing EFL issues and challenges in Nepal and to determine self-efficacy, motivation and self-reported English language proficiency of EFL teachers. Investigating EFL issues as well as self-efficacy beliefs, motivation and self-reported English language proficiency is a multifaceted and complex process; therefore, the mixed methods became the ultimate choice for this research. During the process of data interpretation, data from each method were constantly compared and contrasted, findings from one method were carefully used to help, inform, elaborate or enhance the finding from another method.

5.2.2 Mixed Methods Design

A true mixed methods research is one that integrates both qualitative and quantitative findings at some point of the research whether that be during data collection, analysis or interpretation (Kroll & Neri, 2009). In order to decide the analytic procedure to relate qualitative and quantitative findings, the researcher should have a clear picture about the purpose of mixing them (Onwuegbuzie & Teddlie, 2003). Researchers have suggested multiple dimensions to conduct mixed methods research. For example, Leech and Onwuegbuzie (2009) presented three dimensions based on the level of mixing (partially mixed versus fully mixed); time orientation (concurrent versus sequential); and emphasis of approaches (equal status versus dominant status). In the same way, Creswell and Clark (2007) proposed four main components in terms of timing, weighting, and mixing which area

(a) the *triangulated* design, to obtain different but complementary data, (b) the *embedded* design, in which one data set provides a supportive secondary role (c) the two-phase *explanatory* design, which builds or explains quantitative results; and (d) the *exploratory* design, which is also two-phased but led by the qualitative.

5.2.2.1 An Exploratory Concurrent Mixed Methods Design

This research is qualitatively-driven exploratory concurrent in nature. The main aim of this research is to explore factors impeding ELT in Nepal. Similarly, it also intended to determine self-efficacy, motivation and self-reported English language proficiency of secondary English language teachers of Nepal. Thus, this research used “single phase triangulation design” of Creswell and Clark (2007, p. 63) or a “Concurrent mixed methods design” of Tashakkori and Teddlie (2003, p. 686) in which data collection takes place in a single phase and analysed separately. The qualitative paradigm was given more emphasis to explore the ELT issues and challenges; where quantitative paradigm supplemented qualitative paradigm for theorising. The mixed methods design used in this research has been illustrated in Table 5.1 below.

Table 5.1: *Mixed methods design used in this research.*

Timing	Purpose	Weighting	Mixing	Theorising
Concurrent	Triangulation	Quali dominant	Integrating	Implicit

Drawn from: Creswell, Clark, Gutmann and Hanson (2003) and Leech and Onwuegbuzie (2009) framework.

It is worth mentioning that a concurrent design was the only feasible method of data collection in this research. In person data collection technique was used during this research as Nepalese teachers have limited access to the internet. Thus, revisiting the research sites

frequently was not possible as there were time constraints on the time period available for gathering data.

In the context of this study, the role of the qualitative data is to gain perceptions, beliefs and experiences of English language teachers regarding issues and challenges they are facing for effective ELT. Hence, voice representation of English teachers in Nepal regarding their beliefs and understandings of ELT would immensely facilitate meaning making process in this research. Although the qualitative research are often blamed for lacking explanation of prevalence and significance; the quantitative portion of this research is expected to fill the gap.

5.3 Data Collection

This section describes the instruments used for the data collection, research sites, nature of the participants, sample size, process of data collection and issues during data collection.

5.3.1 Quantitative Questionnaire

The quantitative questionnaire comprised of demographic questionnaire, questionnaire to test self-efficacy, motivation and self-reported English language proficiency of the participants.

5.3.1.1 Demographic Questionnaire

Seven demographic items were designed which included participants' sex, age, type of school they are teaching, geographical location of the school they are teaching, teaching experience, and academic degree. The demographic questions are listed below.

Demographic Questions (Please tick the correct answer).

- | | | | |
|------|---------------------------|----------------------------|-------------------|
| I. | I am | a. Male | b. Female |
| II. | I amyears old. | | |
| III. | I teach in | a. Government aided school | b. Private school |
| IV. | I teach in | a. Urban school | b. Remote school |
| V. | My teaching experience is | a. less than 3 years | b. More than 3 |
| | years | | |
| VI. | I have a degree | a. Majoring English | b. Other subjects |

5.3.1.2 Questionnaire to Test Self-efficacy

The short version of the TSES validated by (Tschannen-Moran & Hoy, 2001) was adapted in this research. The TSES consists of 12 items including four items for each of the three subscales: efficacy for engagement, efficacy for management, and efficacy for instructional strategies. The three dimensions of efficacy for instructional strategies, classroom management, and student engagement “represent the richness of teachers’ work lives and the requirements of good teaching” (Tschannen-Moran & Hoy, 2001, p. 801). Thus, their perceived efficacy on these three dimensions of teaching represents their overall efficacy on teaching.

The TSES items which were also used by Chacon (2005) and Yilmaz (2011) in their respective EFL settings were modified to fit the context of EFL by adding or substituting ‘English’ or ‘learning English’ for ‘school work’ in items 1, 2, 3, 4, 6, 7, 9, 10, and 12. Each item was rated on a 5-point Likert-scale: 1-nothing, 2-very little, 3-some influence, 4-quite a bit, and 5-a great deal. The TESE items used in this research are:

Please tick or circle the most appropriate number of each statement which corresponds most closely to your desired response.

- a. How much can you do to motivate students who show low interest in learning English?
- b. How much can you do to get students to believe they can do well in English?
- c. How much can you do to help your students' value learning English?
- d. How much can you assist families in helping their children do well in school?
- e. How much can you do to control disruptive behaviour in the classroom?
- f. How much can you do to get students to follow classroom rules in your English classroom?
- g. How much can you do to calm a student who is disruptive or noisy in your English class?
- h. How well can you establish a classroom management system with each group of students?
- i. How much can you use a variety of assessment strategies in your English class?
- j. To what extent can you provide an alternative explanation or example when your English students are confused?
- k. To what extent can you craft good questions for your students?
- l. How well can you implement alternative strategies in your English classroom?

5.3.1.3 Questionnaire to Test Self-reported English Language

Proficiency

Questionnaire for teachers' self-reported English language proficiency was derived Chacon (2005) and Yilmaz (2011) which was made up of 12 statements. These 12 statements assessed four language skills, i.e. speaking, listening, reading and writing in which each language skill was evaluated by 3 items. These items were rated on a 5-point Likert-scale: 1-strongly disagree, 2-disagree, 3-undecided, 4-agree, and 5-strongly agree. The self-reported English language proficiency items used in this research are detailed below.

Please tick or circle the most appropriate number of each statement which corresponds most closely to your desired response.

- a. In face-to-face interaction with an English speaker, I can participate in a conversation at a normal speed.
- b. I know the necessary strategies to help maintain a conversation with an English speaker.
- c. I feel comfortable using English as the language of instruction in my English class.
- d. I can watch English news (for example, CNN) and/or English films without subtitles.
- e. I understand the meaning of common idiomatic expressions used by English speakers.
- f. I can understand English speakers conversing at a normal speed.
- g. I can understand magazines, newspapers, and popular novels when I read them in English.
- h. I can draw inferences/conclusions from what I read in English.
- i. I can figure out the meaning of unknown words in English from the context.
- j. I can write business and personal letters in English without errors that interfere with the meaning I want to convey.
- k. I can fill in different kinds of application forms in English (e.g., credit card application).
- l. I can write a short essay in English on a topic of which I have knowledge.

5.3.1.4 Questionnaire to Test Motivation

Different studies on teacher motivation complemented with review of empirical studies in developing countries yield a framework of analysis for teacher motivation which has eight interconnected categories that influence teacher motivation (Guajardo, 2011). These eight categories affecting teacher motivation are Workload and Challenges, Remuneration and Incentives, Recognition and Prestige, Accountability, Career Development, Institutional Environment, Voice, and Learning Materials and Facilities. As Nepal is also a developing

country, I believed that these categories which affect teacher motivation proposed by Guajardo (2011) would fit in the Nepalese context. Hence, I adopted these categories in this research to test the level of motivation among the Nepalese teachers. After extensive literature review on teacher motivation and Nepalese context, 16 items were formulated based on the above mentioned eight categories. These items were rated on a 5-point Likert-scale: 1-strongly disagree, 2-disagree, 3-undecided, 4-agree, and 5-strongly agree. The items developed to test motivation are detailed below.

Please tick or circle the most appropriate number of each statement which corresponds most closely to your desired response.

1. Workload and challenges.

- a. I find it hard to handle the large classes we have.
- b. There are lot of out of school duties for teachers.

2. Remuneration and Incentives

- a. It is hard to make end meet on the pay of a teacher.
- b. It is difficult to provide for my family with my salary.

3. Recognition and prestige

- a. Teachers are highly regarded in Nepal.
- b. Teaching is a prestigious profession.

4. Career development

- a. I have been well trained for my role as an English language teacher.
- b. There are good opportunities for in-service training.

5. Institutional environment

- a. The school is managed well.
- b. There are opportunities for promotion.

6. Voice

- a. Teachers have a say in the management of the school.
- b. There is a chance to participate in decision making.

7. Learning materials and facilities

- a. There are adequate learning materials for use in class.
- b. The school has good buildings and facilities.

8. Accountability

- a. There is a punishment and reward system in the school.
- b. Performance of a teacher is regularly inspected.

5.3.2 Rational for Semi-structured Interview

Semi-structured interviews were conducted for qualitative data. Semi-structured interviews have a list of open-ended questions based on the topic areas the researcher desires to cover (Edwards & Holland, 2013; Mathers, Fox & Hunn, 1998). Similarly, questions in the semi-structured interviews are open-ended in nature which provides opportunities for both interviewer and interviewee to discuss some topics in more detail (Mathers, Fox & Hunn, 1998). I intended in gaining participants' perception of existing ELT issues and challenges which was only possible discussing their lived experiences. I wanted in depth understanding of issues and challenges limiting ELT. For this, I kept on encouraging the participants to provide additional information during the interviews asking them impromptu questions based on their answer. In a semi-structured interview, questions keep on emerging during the dialogue process between the interviewer and interviewee (Whiting, 2008), as interviewer can aim in eliciting detailed information using cues and prompts (Mathers, Fox & Hunn, 1998). Hence, use of semi-structured interview in this research is logical which allowed me to encourage the participants for detailed information.

5.3.2.1 Interview Questions

Seven open-ended questions related to the research area were asked with each participant. Based on the responses of the participants, several interconnected questions were asked to elicit in-depth understanding of the ELT issues and challenges. The interview questions employed in this research are listed below.

Interview questions.

1. What problems do you encounter as EFL teacher?
2. What support do you need to face those problems?
3. What is your relationship with parents, school principal and your colleagues?
4. Do you feel happy being EFL teacher in Nepal?
5. How do you describe your day as a teacher?
6. Do you believe you received enough training before entering in this profession?
7. Do you believe your English language proficiency has hindered or helped your classroom performance?

5.3.3 Research Sites

This study was conducted in the schools of four districts of Nepal, i.e. Kathmandu, Chitwan, Surkhet and Dailekh. Characteristics of these districts are described in brief.

5.3.3.1 Research Site One ‘Kathmandu’

Kathmandu is the capital and largest metropolitan city of Nepal. The city is the urban core of the Kathmandu Valley in the Himalayas. Kathmandu is not only the capital of the Federal Democratic Republic of Nepal but also the headquarters of the Central Region. As

development is centralised in Nepal, Kathmandu is the most developed city of Nepal. With the only international airport of Nepal in it, Kathmandu is very famous among tourists.

Kathmandu is the pioneer district in education. The first University of Nepal, Tribhuvan University is in Kathmandu district which is a leading University of Nepal. Several reputed government aided and privately owned educational institutions are located in Kathmandu which has become the first choice to pursue higher academic degrees for Nepalese students and the students from the neighbouring countries like India and Bangladesh too.

5.3.3.2 Research Site Two ‘Chitwan’

Chitwan is located in central development region and south-western part of Narayani Zone of Nepal with one of the biggest cities of Nepal, Bharatpur in it. Chitwan is one of the developed districts of Nepal which is nearly 150 Km from Kathmandu. It takes nearly 3 to 4 hours drive or 20 minutes flight from Kathmandu to reach Chitwan.

Chitwan has recently developed as a medical city of Nepal with a government hospital, BP memorial cancer hospital, a few medical colleges and privately owned hospitals. People from different countries visit Chitwan for their medical treatment.

Chitwan is also known as an educational hub for students with the only Agricultural and Forestry University of Nepal in it. Similarly, government aided and privately owned schools and colleges of Chitwan have also made significant contributions to the education system of Nepal.

5.3.3.3 Research Site Three ‘Surkhet’

Surkhet district is located in mid-western development region of Nepal which is approximately 600 Km from Kathmandu. It takes nearly 12 hours drive and 60 minutes flight from Kathmandu to Surkhet.

Birendranagar is the headquarter of Surkhet. It is also the main market place for the people of neighbouring districts like Dailkeh, Humla, Jumla, Jajarkot and so on. Surkhet is one of the least developed districts of Nepal because of its geographical difficulties. It lacks proper road transportation, infrastructure for education and facilities for medication. However, positive vibes of development can be noticed in recent years. Recently, Mid-Western University was established in Surkhet. The number of government aided and privately owned schools and colleges is also increasing in recent years.

5.3.3.4 Research Site Four ‘Dailkeh’

Dailekh is one of the poor and undeveloped districts of Nepal which is located in mid-western development region. It is nearly 670 Km from Kathmandu which takes nearly 15 hours drive. There is very limited transportation facility in Dailekh district due to its geographical difficulty. Similarly, it is also marred by limited opportunities for higher education, proper medication, jobs and so on. Most of the population in Dailekh depend on traditional farming and basic developmental aspects like electricity, transport, the Internet, telecommunication, etc. have not reached in most of the areas yet.

5.3.4 Participants of this Research

The participants of this research were Nepalese secondary English teachers. Native English teachers were not included in this research because these teachers have different

schooling, training and preparation compared to the Nepalese teachers. Similarly, teachers who were unable or unwilling to provide written consent were not included. Only those teachers who expressed their desire to voluntarily participate in this research were invited to participate. The participants were both from the government aided schools and privately owned schools. Similarly, the participants from urban and remote areas were also taken into consideration.

5.3.5 Sample Size

There are contradicting ideas about appropriate sample size for a statistical analysis to achieve precise recovery of major common factors present in the population. I conducted a descriptive test to achieve mean and standard deviation of the responses using SPSS. Comrey and Lee (1992) suggested that “the adequacy of sample size might be evaluated very roughly on the following scale: 50-very poor; 100-poor; 200-fair; 300-good; 500-very good; 1000 or more-excellent” (p. 217). As in-person data collection approach was followed in this research due to limited access to the Internet among English teachers in Nepal; I believe that 200 participants is a realistic and practical sample size to complete the project in the outlined time framework.

I also computed Pearson’s product moment-correlation coefficient r between different variables. MacCallum, Widaman, Zhang, and Hong (1999) claimed that sample sizes can be relatively small if communalities are greater than .60 and each factor is defined by several items. I achieved communalities greater than .60 in each factor, thus I believed that the sample size is sufficient for the proposed test.

In the same way, 16 participants who expressed their desire and provided consent to be interviewed were interviewed after the questionnaire completion. Explaining the number of participants in a qualitative research, Creswell (2007) believed that 15-20 interviews are

enough if we analyse the data following grounded theory approach. Similarly, Guest, Bunce, and Johnson (2006) found with their study which included 60 interviews that the theme saturation was achieved after 12 interviews. Therefore, I believed that 16 interviews would be sufficient to answer the research questions of this research.

5.3.6 Questionnaire Data Collection

I started the data collection from the Chitwan district of Nepal which is also my hometown. In person data collection method was adopted as Internet access is still limited in Nepal and email contact is not considered to be feasible. First of all, contact details of the schools from the District Education Offices (DEOs) of each district were obtained. After that, telephone contacts were made to the school principals. I also made in-person visit to the school principals whom I could not reach through telephone. During the telephone conversations or in-person visits, I briefly described my research aims and objectives and data collection procedure. I also requested the school principals to allow me to collect data in that school. Only after the agreement of the school principals, I received an opportunity to meet English teachers of that school. The school principal organised a short meeting with the English teachers where I explained the research verbally with the help of information sheet.

The participating teachers were made aware that it is a voluntary participation and they have sole right to decide either to participate or not. Similarly, the participants were also informed that the data collection would be anonymous and they would not be identified at any stage of this research. In the same way, the participating teachers were also advised that they could either fill survey questionnaire or sit in an interview or do both. It was explained that it would take maximum 20 minutes to fill the survey questionnaire and 35-50 minutes to sit in an interview. They were also informed of the need to provide a written consent to participate in this research. After being informed about the research and data collection

procedure, those teachers who agreed to participate in this research were provided with the survey questionnaire and a consent form. I followed similar methods for data collection in all research sites. After Chitwan, I did collect data from Kathmandu, Surkhet and Dailekh respectively.

The participating teachers were provided a month to return the survey questionnaire; however, some of them filled the survey questionnaire on the spot and returned that on the same day. Once they had finished filling the survey questionnaire, they were requested to return the survey questionnaire in a sealed envelope to the school's office and make a phone call to me to collect the questionnaire. The participants had my contact number of Nepal in the information sheet which was used temporarily during the period of data collection only. They were also told that if they did not contact me after a month, I would make a visit to the school to collect the survey questionnaire.

5.3.7 Interview Data Collection

Interview data were collected after completing the questionnaire data collection. An invitation form was provided to the participants during the questionnaire data collection where they could consent to be interviewed later. After receiving the questionnaire forms from each district, I listed names and contact details of those participants who agreed to sit in an interview. After that, I made telephone calls to the participants to make an appointment for an interview. Interviews were conducted agreeing to the best availability of the participants. Sixteen interviews, four from each district, were conducted. The participants of the interview were made aware that the interview would be audio recorded and they had the right not to answer the questions or stop the interview at any point in the process. Similarly, they were also made aware that the interviews data would be anonymous and they would not be identified at any stage of the research. In the same way, the interview questions only reflected

participants' English teaching beliefs and experiences in Nepal. No questions were asked which would recall painful memories of the participants and there was no intention to emotionally drain or to give any kind of stress to the participants.

The interviews were conducted inside the school area and I chose a quiet place to avoid any disturbances during the interview. I wanted to elicit answers related to school environment, school management, teaching behaviour, relation with school Principal and colleagues from the participants. Answers provided to any questions may have resulted in negative consequences to the participants. Therefore, the interviews were individually conducted so that the confidentiality of the participants could be maintained. I made deliberate efforts to assure that no other school members (teaching or non-teaching staffs) were able to hear their conversation.

Before conducting the interviews, I have had identified my research focus and answers I aimed to elicit from interviewees. Hence, I conducted the interviews with open-ended questions and non-directive way as suggested by Tomlinson (1989). Firstly, I started the interviews with very common questions. Questions like Your name, please?, How long have you been teaching?, How is your day today? were asked to initially engage the participants in the interview. After that, I asked questions which would address the research questions. Tomlinson (1989) maintained that use of non-directive counselling tactics will minimise framing and influence. Therefore, I used different non-directive counselling tactics such as 'could you please explain that further', 'do you want to tell me more about it', or 'any further thoughts about it please.' Use of these tactics was helpful to elicit broader and deeper answers. During the interviews, I made very brief notes on the research themes the interviewee participants touched upon, which was useful to bring back those interviewees who were going wider and wider, away from the my anticipated themes. I also used my knowledge and experience of teaching English in Nepal as a tool during the process of the

interview. My knowledge and experience of Nepalese teaching context was useful to gain in-depth understanding on the subject matter from the participants. I only moved to the next question once I believed that the participants had answered the question satisfactorily and no new themes would emerge. Although the interview questions were planned and prepared beforehand, it was very beneficial to gain lived-up experiences from the participants.

The interviews lasted for 30 to 50 minutes depending on the depth of the answers of the participants. Some participants were very descriptive to answer the questions while some of them answered very briefly. After completing an interview, I used knowledge and understanding gained from that interview during the process of another interview.

Even though the participants of this research are English language teachers in Nepal, I assumed that the participants would find it difficult to express themselves due to the language barrier which could have an impact on research findings. Therefore, the interviews for this research were conducted in Nepalese language and later translated into English.

5.3.8 Issues during the Data Collection

I encountered some issues during the process of data collection. Some of the school Principals rejected my request to collect data from their school because they believed that teacher engagement in the research would hinder teaching activities. In addition, some teachers who happily participated in the research did not return questionnaire responses on time. These participants did not contact me even after the specified time; hence I went to the school to collect the questionnaire. The participating teachers made different excuses like they left the questionnaire at home, they were too busy that they never had chance to look on the questionnaire and for various reasons. For these reasons, I had to approach different schools to receive the responses to gain my desired sample size.

In person data collection in Surkhet and Dailekh districts was challenging. As there were no public transport facilities available in those districts, so I had to walk for hours to reach the schools.

5.3.9 Ethical Consideration

I obtained ethical approval from the institutional ethical review board of the University of Tasmania, Australia for human research. Before going to Nepal for data collection, I obtained an official letter from the host institute, the University of Tasmania. The letter requested for support and cooperation during the process of data collection.

There was not any ethical approving body for similar research in Nepal; therefore I informed DEOs of each research site about my research. I submitted my research plan and a hand written application to obtain 'Letter of support' from the DEOs. I only approached research sites after receiving the letter of support from the DEO which was addressed to school principals and participating teachers to cooperate with me during the process of data collection. Data were collected from May 2014 to December 2014. Before visiting the schools, obtaining consent letters was essential to prevent possible interference during the process of data collection. It was necessary to obtain official documents for a few reasons. First of all, the researcher and the participants were not acquainted with each other. For this reason, the participants could have doubts about this research and an official letter would be helpful to clear their doubts. Similarly, it could have been possible that school principals in Nepal may not have allowed research to be conducted in their schools without formal consent. Lastly, it is a responsibility of the researcher to inform government offices about the research prior to visiting research sites.

5.4 Data Analysis

This mixed methods research used different techniques to analyse qualitative and quantitative data. The main aim of the analysis was to explore issues and challenges faced by the EFL teachers in Nepal. For this, qualitative data were analysed using different methodologies in terms of code and category generation and thematic analysis. Basically, qualitative data analysis was the combined procedure of grounded theory framework and thematic coding. On the other hand, descriptive analysis and Pearson's product moment-correlation coefficient r was computed using SPSS software to analyse quantitative data. This section illustrates the analysis of both qualitative and quantitative data in detail.

5.4.1 Qualitative Data Analysis

This section discusses the methodological approaches used to analyse the qualitative data. First of all, the interviews were translated into English. After that, thematic analysis method was employed based on grounded theory. For this, the interview transcripts were frequently read to generate codes and form categories.

5.4.1.1 Translation of Tape Recorded Interviews

Data analysis of this research started with translation of interview data. As previously mentioned, interviews were conducted in the Nepalese language and audio recorded. These interview responses were listened carefully with the help of audio player. I translated the interview responses to my best of my translation knowledge and I aimed to capture the themes of what interviewees were saying. Similarly, interviews were listened a number of times to gain insight on the responses of the participants. This minimised the chances of missing important issues or themes presented by the participants.

The interview responses were edited after the translation. After that, I emailed the translated interviews to the participating teachers of this research to review and verify the translation. The interviewee teachers were encouraged to edit the translation and they were requested to add themes I have missed or delete sections which they feel that they did not wish to include in the translation. The interview participants were provided a month to return the revised translation. They were also made aware that if I did not receive the revised translation within a month's time, it meant agreement on my translation. None of the participants edited the interview and all of them stated that they agreed on the translated interviews. The interview participants revising their own interview actually reduced the possibility of the researcher being biased towards his research. Actual data analysis began only after the researcher received revised interviews. In translation, each interviewee were coded from IP1 to IP16 (IP stands for 'Interview Participant') to maintain the confidentiality of the participants.

5.4.1.2 Analysis of the Interview Data

Sixteen semi-structured interviews were the source of qualitative data in this research. The qualitative analytical procedure in this research was based on grounded theory framework and thematic coding. Strauss and Corbin (1998) stated that in grounded theory the researcher does not start a research with preconceived theory; rather the theory emerges from the data. Similarly, Creswell (2003) defines grounded theory research as the "researcher attempts to derive a general, abstract theory of a process, action, or interaction grounded in the views of participants in a study" (p. 14). A grounded theory research begins with a set of data that further develops into a theory. The purpose of this research was to explore issues and challenges limiting ELT and determine self-efficacy, motivation and self-reported English language proficiency of EFL the participating teachers. The theory in this research

developed would be basically grounded in the perceptions gained from the interviews of EFL teachers in Nepal.

One of the key features of the grounded theory is its iterative study design (Lingard, Albert & Levinson, 2008). This research also followed iterative approach. Firstly, the conceptual framework which shaped research questions of this research was developed from the PE, reading of literature which included academic journals, Internet articles and newspaper articles and ELT experience of the researcher in Nepal. Secondly, understanding and knowledge gained from the first interview was frequently used during the second interview and the same pattern was followed while conducting other interviews for deeper understanding and richness of the data. Thirdly, the translated interviews were sent to the participating teacher which was intended to confirm the accuracy of the interpretation and translation that the participants shared with the researcher during the interview. Finally, the interview data were systematically gathered and analysed through the research process. The researcher kept on going back to his original translated interviews and continuously kept close eyes on it to generate new ideas and themes. Similarly, the researcher frequently read translated interviews to pursue a close familiarity within the translation of each participating teachers and constantly kept on comparing the categories that emerged from the analysis which was beneficial in order to develop final conceptual categories.

Grounded theory methodological approach is that “....emphasises steps and procedures for connecting induction and deduction through the constant comparative method” (Patton, 2002, p. 125). As a qualitative methodology, employing grounded theory was very essential because it is practical and pragmatic in terms of providing a process for coding the data. Similarly, this research was not based on preconceived theories; rather I wanted to build a theory based on the participants’ experiences of teaching English in Nepal.

Hence, grounded theory was an appropriate methodological tool to analyse and interpret the qualitative data.

5.4.1.3 Open Coding, Theoretical Coding and Forming Categories

Open coding is the first analytical procedure of the grounded theory adapted in this research. Struss and Corbin (1990, p. 61) describe open coding as “..... the process of breaking down, examining, comparing, conceptualising and categorising data.” Researchers can even generate more than hundreds of codes having potential meaning and relevance (Goulding, 1999); therefore, open coding enables researchers to label and assemble incidents and events together through constant comparison to form categories (Babchuk, 1996). During the process of open coding, concepts emerge from the raw data are grouped into conceptual categories in the later stage (Khandkar, 2009). Khandkar (2009) further stated that the main aim of open coding is to build a descriptive, multi-dimensional preliminary framework for later analysis which builds directly from the raw data and ensures the validity of the work.

There are several procedures of open coding. For an example, depending on the need of the research, line by line coding, paragraph by paragraph coding, chapter by chapter coding procedure can be followed. In some cases, the concept of a whole document can be briefly defined and coded. I followed line by line coding approach in this research. Despite the fact that line by line coding is time consuming and exhausting, it is beneficial in that there is less chance of missing any important concepts.

Manually coding approach was followed to develop codes in this research. The participants of this research revealed a number of issues and challenges in ELT. Initially, it became very difficult to identify main themes and sub-themes. Therefore, I read the translation line by line a number of times. After frequent engagement with the translation and repeatedly reading it, preliminary categories, and themes emerged from the texts as part of a

series of conceptual patterns. These theme frequencies were carefully examined with the help of different colouring pens and logged into different categories. As constant comparison is one of the major methodological fundamentals of grounded theory (Kendall, 1999), these codes were further compared with other codes within the data to develop theoretical codes.

Theoretical coding is the last coding processes in the grounded theory methodology. This involves the selection of a core category: that category of data that accounts for most of the variation of the central phenomenon of concern and around which all the other categories are integrated (Glaser, 1992). Similarly, Glaser (1992) further stated that theoretical coding are processes that systematically relate the core category to other categories and integrate and refine the categories into theoretical constructions. Once the data were reviewed and coded, important themes and phenomena indicated by the participants were easily visible within the data corpus. Hence, I followed ‘Noting patterns, themes’ and ‘Counting’ tactics suggested by Miles, Huberman and Saldaña (2013, p. 277) in this research. Counting frequency of the prevalence of thematic responses across participants was used to gain initial themes.

I used ‘Thematic Conceptual Matrix’ (Miles & Huberman, 1994, p. 132) to log the codes, categories and themes. The thematic conceptual matrix consisted of conceptually ordered matrices revealed by the participants which were positioned according to the prevalence of the themes. Once I coded the translation, themes, categories, and patterns emerged which assisted in generating categories. These categories are the main ideas of the research which summarise the concept of the research and the phenomenon of the investigation. In order to achieve final refined categories, these categories were further compared with each other to analyse similarities and dissimilarities. Hallberg (2006) stated that in constant comparative method, the researcher can include emerging codes, categories, properties, and dimensions as well as different parts of the data to compare with all other parts of the data to explore variations, similarities and differences in data. After that, EFL

teaching issues identified by the participating teachers were logged into different categories according to its type and frequency. These categories acted as a basket (Marshall & Rossman, 2016) which were further grouped into an ‘umbrella’ theme according to the type of issues revealed by the participants. This approach assisted in determining theme hierarchy after identifying dominant and salient issues depending on the frequency of the issues acknowledged. The different categories were recorded into six themes depending on its nature. This facilitated for theory building as suggested by Miles and Huberman (1994) and Strauss and Corbin (1998). The following Table 5.2 outlines the procedure followed to generate theoretical codes/subthemes and themes for the detailed analyses.

Table 5.2: *Sample of ‘Thematic conceptual Matrix’ used to generate themes.*

Participants	Codes	Categories	Themes
IP1, IP2, IP3, IP4, IP5, IP7, IP8, IP10, IP11, IP, 12, IP13, IP, 14, IP 15	<ul style="list-style-type: none"> • I have no option than using grammar translation. • Crowded classes decide the teaching methods adopted by the teachers. • Managing students is a big challenge for me. • Some of the parents want us to enable their children at least pass. • Students regard English as a difficult subject to pass. 	<p>Traditional teaching.</p> <p>Classroom management.</p> <p>Exam orientated teaching.</p> <p>Learners and their characteristics.</p>	Pedagogy

5.4.2 Quantitative Data Analysis

Quantitative data were gathered from the questionnaires administered to determine self-efficacy, self-reported English language proficiency and motivation of secondary EFL teachers in Nepal. All questionnaires were modelled on a 5 point Likert scale and the scale

ranged from *Nothing*, *Very little*, *Some influence*, *Quite a bit* and *A great deal* for self-efficacy. Similarly, *Strongly disagree*, *Disagree*, *Uncertain*, *Agree* and *Strongly agree* scales were used to report self-reported English language proficiency and motivation.

Computer assisted SPSS program was used to analyse the quantitative data. Frequency account in term of demography was computed to find out distribution of the participants in terms of age, sex, teaching experience, academic degree and so on.

After careful examination of the questionnaire, I noticed that the first four items to test motivation needed reverse coding. In a 5 point Likert scale, we had *Strongly disagree*, *Disagree*, *Uncertain*, *Agree* and *Strongly agree* to test motivation. The first four items were:

- a. I find it hard to handle the large classes we have.
- b. There are a lot of out of school duties for teachers.
- c. It is hard to make end meet on the pay of a teacher.
- d. It is difficult to provide for my family with my salary.

On the basis of these questions, if the participants reported *Agree or strongly agree*, it indicated that they are demotivated; however, in the other twelve items, if they reported *Agree or strongly agree*, it indicated that they are motivated. Thus, the first four items needed reverse coding of the responses to match the responses with the remaining items. For this, I used SPSS software which easily assists recoding. On SPSS, I clicked into *Transform* and *recode into different variables* options to reverse code the responses.

Secondly, reliability of the instrument was tested by computing Cronbach's alpha coefficients for each scale items. According to DeVellis (2003), the ideal Cronbach alpha coefficient of a scale should be above .7; however, Pallant (2011) claimed that when there are a small number of items in the scale (fewer than 10), Cronbach alpha values can be quite small. The questionnaire used in this research for self-efficacy has four items in each scale; whereas English language proficiency has three items and motivation has two items in each

scale. Thus, I used .6 and above Cronbach alpha value in this research. The reliability test of the each scale items for self-efficacy, self-reported English language proficiency and motivation is presented in the tables below.

Table 5.3: *Reliability test for self-efficacy scale items.*

Scale items for self-efficacy	Cronbach alpha .6 or above
Efficacy for student engagement	.70
Efficacy for classroom management	.72
Efficacy for instructional strategies	.64

Table 5.4: *Reliability test for self-reported English language proficiency scale items.*

Scale items for self-reported English language proficiency	Cronbach alpha .6 or above
Speaking skills	.61
Listening skills	.68
Reading skills	.63
Writing skills	.60

Table 5.5: *Reliability test for motivation scale items.*

Scale items for motivation	Cronbach alpha .6 or above
Workload and challenges	.62
Remuneration and incentives	.72
Recognition and prestige	.65
Career development	.75
Institutional environment	.60
Voice	.64
Learning materials and facilities	.66
Accountability	.62

After the reliability test, the questionnaire responses of the participants were descriptively analysed. Descriptive analysis benefits researchers by providing summarised numerical or graphical representation of collection of data in clear and understandable way (Jaggi, 2003). The descriptive analysis computed mean and standard deviation of scale items of self-efficacy, self-reported English language proficiency and motivation. Mean is the most common approach of describing central tendency in a statistical analysis (Jaggi, 2003). In mean analysis, all the values are added and divided by the number of values to achieve the

central value of the responses. Thus, mean analysis in this research provided central tendency of the participants on item scale, which was used to describe their agreement, disagreement or neutral stand on the item scale. For an example, if the mean score for an item scale is between 2-3 on 5 point Likert scale from strongly disagree to strongly agree; we can claim that the participants are disagreeing on the item scale.

Bivariate two-tailed correlations were computed on the questionnaire survey. For this, the Pearson product-moment correlation coefficient r was computed between the dependent variable (teacher self-efficacy) and other independent variables (self-reported English language proficiency and motivation). Correlation analysis is used to describe the strength and direction of the linear relationship between two variables (Pallant, 2011). I aimed to explore the relationship and the strength of the relationship between self-efficacy, self-reported English language proficiency and motivation of the participant, thus correlations analysis was important for this research. As already mentioned, this research is qualitative dominant; however, the quantitative data played a significant role in supporting the qualitative data. The quantitative data also provided an invaluable depth of understanding of EFL issues in the Nepalese context.

5.5 Limitations of the Study

The concurrent exploratory nature of this research can be one of the potential limitations of this study. The PE indicated that the Nepalese EFL teachers have low sense of self-efficacy, motivation as well as the English language proficiency is limited. Thus, on the basis of the PE, I designed the quantitative approach for this research. However, the exploratory nature of the qualitative investigation revealed several ELT issues and challenges which were not limited only to the notion of self-efficacy, English language proficiency and motivation. Although the quantitative data supplemented the qualitative data on occasions, I

lacked the opportunity of triangulating and mixing the qualitative and quantitative data because of diverse nature of qualitative data. I believe that sequential mixed methods would have been more suitable for this research. Had I analysed the qualitative data first and designed the questionnaire based on the qualitative results, this research would have provided more insights on ELT issues. I recommend a future quantitative research based on the qualitative framework I have forwarded in this research.

Although the aim of this research is to explore ELT issues and challenges, some of the issues and challenges reported by the participants are not specific to ELT only; rather, they are broader issues and challenges. As ELT education sits within the education system, it is understandable that issues on the education system have an influence on ELT education too.

Source of data in this research are the participating teachers only. Thus, it is limited to teachers' perception on ELT in Nepal. Voice of other stakeholders such as policy makers, teacher trainers, school leaders and students could reflect different ELT scenario.

5.6 Conclusion

Although this research follows mixed methods approach, it heavily relies on qualitative data to address its research questions. Thus, it is more inclined towards interpretivism paradigm to provide theoretical justification of ELT issues experienced by the participating teachers. The quantitative data is integrated to support and supplement the qualitative results. Data were analysed based on grounded theory which assisted in mapping the themes emerged and building theories during discussion.

Part B:

Analysis, Results and Discussion

Chapter Six:

Quantitative Data Analysis

6.0 Introduction

The first part of this chapter presents descriptive analysis of quantitative data in terms of frequency, mean and standard deviation. Summarised numerical or graphical representation of data in an understandable way is the advantage of using descriptive analysis (Jaggi, 2003). The descriptive analysis computed mean and standard deviation of scale items of self-efficacy, self-reported English language proficiency and motivation. Mean is the most common approach of describing central tendency in a statistical analysis (Jaggi, 2003). In mean analysis, all the values are added and divided by the number of values to achieve the central value of the responses. Thus, mean analysis in this research provided central tendency of the participants on the item scale, which was used to describe their agreement, disagreement or neutral stand on the item scale.

In the second part of the chapter, correlation statistics of three different variables, i.e. self-efficacy, English language proficiency and motivation are presented. For this, Pearson's product moment-correlation coefficient r was computed between the dependent variable of teachers' sense of efficacy and the independent variables of self-reported English language proficiency, and motivation. According to Pallant (2011), correlation analysis efficiently describes the strength and direction of the linear relationship between variables.

6.1 Demographic Characteristics of the Participants

Descriptive analysis of the demographic variables provided an insight about the participants of this research in terms of their gender, age, teaching experience, types of the school they teach and so on. A summary of the demographic variables is provided in Table 6.1.

Table 6.1: *Frequency of the participants in terms of the demographic questionnaire (n=200).*

Gender	Age	School type	Research site	School location	Teaching experience	Academic degree
M: 173 F: 27	20-29: 37 30-39: 80 40-49: 64 50-59: 19	GAS: 142 PFS: 58	Ch: 60 Ktm: 60 Sur: 50 Dai: 30	Urban: 145 Regional: 55	3yrs or less: 29 3yrs or more: 171	ME: 192 MOS: 8

*M= Male; F= Female
Dai=Dailekh

Ch= Chitwan;

Ktm=Kathmandu; Su=Surkhet;

GAS= Government aided schools; PFS: Privately funded schools
ME= Majoring English; MOS: Majoring other subjects

The participants' frequency in the table 6.1 indicated that a significantly high number of male teachers participated in this research. Out of 200 participants, 173 were male and only 27 were female, which is a significant difference. The representation of female secondary teachers is very minimal in Nepal, which can be a reason for smaller number of female teacher participants in this research. According to a report of MoE (2015), representation of secondary female teachers in the community schools is only 14%. Moreover, most of the participants were of the age group between 30-39 and 40-49 with 80 and 64 participants respectively. The participants in highest age group 50-59 accounted for the smallest percentage with 19 participants.

Additionally, the number of participants from the government aided schools was considerably higher than that from privately funded schools with 142 and 58 participants respectively. This research attempted to represent the voices and perceptions of teachers from both government aided and private schools. Despite this, my personal experience and literature (Giri, 2010; P.N. Shrestha, 2008) indicated that most of the issues are prevalent in the government aided schools. Therefore, I intentionally involved more participants from the government aided schools. Moreover, the number of participating teachers from the urban area was extensively higher than that of the participants from the regional area where 145 participants were from the urban schools and 55 were from regional schools. In this case also, I intentionally selected fewer participants from the regional schools because of geographical difficulties to reach the schools for in-person data collection.

6.2 Analysis of ‘Self-efficacy Belief’

Bandura (1997) defined perceived self-efficacy as “beliefs in one’s capabilities to organise and execute the courses of action required to produce given attainments” (p. 3). He further explained that self-efficacy is a level of anticipated competence in a person that he or she will demonstrate in a given context. In the same way, Tschannen-Moran and Hoy (2001) stated that teachers’ sense of efficacy is multidimensional, content and subject-matter specific, which contrasts across tasks. Therefore, teachers’ efficacy should be explored in terms of specific contexts and the tasks. Tschannen-Moran, Hoy and Hoy (1998) have suggested a model of teacher efficacy with respect to teachers’ self-perceived competence in the three crucial tasks of instructional strategies, classroom management, and student engagement. The three dimensions of efficacy for instructional strategies, classroom management, and student engagement “represent the richness of teachers’ work lives and the requirements of good teaching” (Tschannen-Moran & Hoy, 2001, p. 801). Hence, the

framework and the instrument to measure teachers' sense of efficacy were adopted from the short version of the TSES validated by Tschannen-Moran and Hoy (2001).

A descriptive statistical analysis of teachers' self-efficacy beliefs for student engagement, classroom management and instructional strategies are illustrated in the table 6.2.

Table 6.2: *Overall self-efficacy belief of Nepalese EFL teachers.*

	Mean	SD
<i>Efficacy for student engagement</i>		
Q1 How much can you do to motivate students who show low interest in learning English?	3.64	.77
Q2 How much can you do to get students to believe they can do well in English?	3.59	.87
Q3 How much can you do to help your students' value learning English?	3.52	.89
Q4 How much can you assist families in helping their children do well in English?	2.88	.93
<i>Scale mean and SD</i>	3.41	.63
<i>Efficacy for classroom management</i>		
Q5 How much can you do to control disruptive behaviour in the classroom?	3.54	.82
Q6 How much can you do to get students to follow classroom rules in your English classroom?	3.63	.78
Q7 How much can you do to calm a student who is disruptive or noisy in your English class?	3.52	.73
Q8 How well can you establish a classroom management system with each group of students?	3.48	.81
<i>Scale mean and SD</i>	3.54	.58
<i>Efficacy for instructional strategies</i>		
Q9 How much can you see a variety of assessment strategies in your English class?	3.73	.72
Q10 To what extent can you provide an alternative explanation or example when your English students are confused?	4.00	.68
Q11 To what extent can you craft good questions for your students?	3.95	.82
Q12 How well can you implement alternative strategies in your English classroom?	3.51	.98
<i>Scale mean and SD</i>	3.79	.53

The average means score of all three domains of self-efficacy were 3.41 for student engagement, 3.54 for classroom management and 3.79 for the instructional strategies. Hence,

the findings of the descriptive analysis for self-efficacy belief of the participants indicated that the participating EFL teachers in Nepal found themselves more efficacious for instructional strategies than for classroom management and student engagement. Item 4 in the engagement subscale had the lowest mean score of all the items; whereas item 10 in the instructional strategies subclass had the highest mean score.

In light of Bandura's theory (1997), self-efficacy is a level of anticipated competence in a person that he or she will demonstrate in a given context, the finding indicated that the participants of this research affirmed their abilities to motivate students to learn English (efficacy for engagement) and managing student behaviour (efficacy for classroom management) as low; while they perceived themselves more capable in designing instructional strategies, providing explanations, and assessing students. Context specific factors like large classroom size, limited opportunities of teacher training, limited access to the teaching resources, lack of regular supervision and constructive feedback, unsupportive school leadership and limited support from the parents and the community may have contributed to this result. Researchers have suggested two categories that affect teachers' sense of efficacy: context specific and demographic specific. Context specific sense of efficacy is shaped within a particular environment and affected by different variables. For instance, principal leadership and school climate (Tschannen-Moran & Hoy, 2007), access to teaching resources and support from the principal (Deemer, 2004), regular guidance and supervision (Chester & Beudin, 1996), job training (Chacon, 2005; Ross & Bruce, 2007), classroom size and students' characteristics are major variables that affect teachers efficacy. The participants of this research may have felt less efficacious to assist families in helping their children to do well in English because of limited teachers, school, parents and community collaboration (See section 9.1).

These results of this study are compatible with the results of previous research (Chacon, 2005; Eslami and Fatahi, 2008; Yilmaz, 2011) which illustrated that EFL teachers are more oriented towards the use of instructional strategies in their teaching than students engagement and classroom management in other EFL contexts too.

6.3 Analysis of ‘Self-reported English Language Proficiency’

Although there are several research studies conducted on learners’ English language proficiency, limited research has been done to test teachers’ English language proficiency. English language proficiency of teachers is an essential factor for successful English as a second language (ESL) and EFL teaching (Butler, 2004). In the same way, positive correlations were found between teachers’ efficacy and self-reported English language proficiency (Chacon, 2005; Eslami & Fatahi, 2008, Yilmaz, 2011). This indicated that perceived English language proficiency among teachers determines their teaching performance. Hence, this research adopted the instrument developed by Chacon (2005) and Yilmaz (2011) to test English language proficiency of the participants. The English language proficiency of the participants was analysed considering the four domains of the language skills: Speaking, Listening, Reading and Writing. The table 6.3 presents the mean and standard deviation of self-reported English language proficiency of the participants.

Table 6.3: Overall self-reported English language proficiency of Nepalese EFL teachers.

	Mean	SD
<i>Speaking skills</i>		
Q1 In a face-to-face interaction with an English speaker, I can participate in a conversation at a normal speed.	3.40	.70
Q2 I know necessary strategies to help maintain a conversation with an English speaker.	3.36	.67
Q3 I feel comfortable using English as the language of instruction in my English class.	4.08	.59
<i>Scale mean and SD</i>	3.61	.49
<i>Listening Skills</i>		
Q4 I can watch English news (for example, CNN) and/or English films without subtitles.	3.25	.71
Q5 I understand the meaning of common idiomatic expressions used by English speakers.	2.81	.91
Q6 I can understand English speakers conversing at a normal speed.	3.27	.79
<i>Scale mean and SD</i>	3.11	.63
<i>Reading Skills</i>		
Q7 I can understand magazines, newspapers, and popular novels when I read them in English.	3.99	.60
Q8 I can draw inferences/conclusions from what I read in English.	4.02	.58
Q9 I can figure out the meaning of unknown words in English from the context.	3.64	.66
<i>Scale mean and SD</i>	3.88	.44
<i>Writing Skills</i>		
Q10 I can write business and personal letters in English without errors that interfere with the meaning I want to convey.	4.13	.64
Q11 I can fill in different kinds of application forms in English (e.g. credit card application).	4.16	.67
Q12 I can write a short essay in English on a topic of which I have knowledge.	4.46	.60
<i>Scale mean and SD</i>	4.25	.48

The participants of this research rated themselves more proficient in writing and reading skills than listening and speaking skills. The average mean score for the writing skills was 4.25, followed by reading skills (M=3.88), speaking skills (M=3.61) and listening skills (M=3.11). The participants felt more competent in writing short essays in English on a topic of which they have knowledge (item 12) as it had the highest mean score of 4.46. The results

also indicated that these EFL teachers from Nepal felt more proficient in other writing skills, for instance, writing business and personal letters (item 10) and filling different kinds of application forms in English (item 11). These both items had higher mean scores. Even though the results indicated that the participants believed themselves more proficient in reading skills, they still felt less proficient in one of the items in the reading skills. These participants believed they were less proficient in figuring out the meaning of unknown words in English from the context (item 9, $M=3.64$).

The participating teachers self-reported less proficient in their speaking skills. Particularly, they rated their understanding of common idiomatic expressions used by the English speaker (item 5) as very low with a mean score of 2.81. Similarly, the mean scores of items 4 and 6 in listening skills were not high with 3.25 and 3.27 respectively. In the same way, the participants rated themselves less proficient in their speaking skills too. They regarded their speaking skills in a face to face interaction with an English speaker (item 1) and strategies to maintain conversation with an English speaker (item 2) considerably low with mean scores of 3.40 and 3.36. However, among the items of speaking skills, these participants felt proficient in using English as the language of instruction (item 3) with significantly higher mean score of 4.08. In sum, the participating Nepalese EFL teachers rated themselves less proficient in listening and speaking skills compared to the writing and reading skills.

The participants of this research felt more proficient in writing (productive skill) than listening (receptive skill), which contrasts with the findings of Bulter (2004) and Yilmaz (2011). EFL teachers of Butlers' research in Japan, Korea and Taiwan felt more proficient in listening and reading than speaking and writing. Similarly, Turkish EFL teacher in Yilmaz (2011) rated themselves more proficient in reading and speaking skills. Nepalese EFL context may have affected the perception of the participants in this research. The production of

English language in Nepal is textbook-based and people hesitate to communicate in English language outside the school boundary. This may have affected the participants' perception of low ability in speaking and listening skills. In the same way, limited interaction with the native English speakers, as well as limited access to the internet and television which are the sources to familiarise with English language may have affected the perception of the participants of low ability in listening and speaking skills. Moreover, ELT in Nepal is writing dominated and teachers heavily emphasise writing abilities over oral production. Writing skill holds substantial marks in the examinations on the basis of which learners are determined pass or fail. This is probably the reason why the participating teachers of this research felt more proficient in writing skill than listening and speaking skills.

6.4 Analysis of Motivation Level Among the Participants

Different studies on teacher motivation in the developing countries show that teachers in those countries have low or decreasing motivation level (Bennell & Akyeampong, 2007; Guajardo, 2011). This research did not aim to explore motivation to enter the teaching profession; rather it attempted to quantify the factors that have an impact on in-service teachers' motivation. Eight factors affecting teachers' motivation proposed by Guajardo (2011) were adopted in this research. These eight factors included workload and challenges, remuneration and incentives, recognition and prestige, accountability, career development, institutional environment, voice, and learning materials and facilities. Based on these factors, two items for each factor were developed to measure the level of motivation among the Nepalese EFL teachers. Table 6.4 illustrates the mean and standard deviation of each items and average mean and standard deviation of each factor. The mean score of each item and the average mean score of each factor reflected the level of motivation of the participants. In short, the higher the mean score was, the more motivated the participating teachers were.

Table 6.4: Overall motivation level of Nepalese EFL teachers.

	Mean	SD
a. Workload and challenges.		
Q1 I find it hard to handle the large classes we have.	1.98	1.18
Q2 There are lot of out of school duties for teachers.	1.52	.75
Total	1.75	.77
b. Remuneration and Incentives.		
Q3 It is hard to make end meet on the pay of a teacher.	1.59	.84
Q4 It is difficult to provide for my family with my salary.	1.55	.80
Total	1.57	.73
c. Recognition and prestige		
Q5 Teachers are highly regarded in Nepal.	3.00	.94
Q6 Teaching is a prestigious profession.	3.32	1.02
Total	3.16	.84
d. Career development		
Q7 I have been well trained for my role as an English language teacher.	2.48	1.26
Q8 There are good opportunities for in-service training.	2.55	1.07
Total	2.51	1.05
e. Institutional environment		
Q9 The school is managed well.	2.70	.94
Q10 There are opportunities for promotion.	2.57	.95
Total	2.63	.80
f. Voice		
Q11 Teachers have a say in the management of the school.	3.55	.75
Q12 There is a chance to participate in decision making.	2.92	.93
Total	3.23	.71
g. Learning materials and facilities		
Q13 There are adequate learning materials for use in class.	2.52	.99
Q14 The school has good buildings and facilities.	2.90	1.13
Total	2.71	.89
h. Accountability		
Q15 There is a punishment and reward system in the school.	3.22	1.02
Q16 Performance of a teacher is regularly inspected.	2.85	1.12
Total	3.03	.83

The overall motivation level illustrated in the table 6.4 indicated that the Nepalese EFL teachers under study perceived themselves less motivated. Mean scores of all the factors that affected teachers' motivation did not seem encouraging. Particularly, mean scores for the factors workload and challenges and remuneration and incentives were very low. The average

mean scores for these factors were 1.75 and 1.57 respectively, which were the lowest of all the factors. In the same way, 'Career development', 'Institutional environment' and 'Learning materials and facilities' factors had the mean scores of 2.51, 2.63 and 2.71 respectively which were considerably low. Moreover, the factors of recognition and prestige, voice and accountability had slightly better average mean scores of 3.16, 3.24 and 3.03 but not satisfactory to ascertain that Nepalese EFL teachers were motivated in their profession.

6.4.1 Workload and Challenges

The low mean scores for workload and challenges reflected that the participating Nepalese EFL teachers found it difficult to manage the large classes. Similarly, additional responsibilities, except teaching had also impacted participants' motivation level. The participants also identified high workload (See section 11.3.3) as one of the issues during the interviews. Literature has identified that workload is one of the determining factors for teachers' motivation (Bennell & Akyeampong, 2007; Guajardo, 2011; Davidson, 2007). In a study of teacher motivation in Tanzania, Davidson (2007) found that many teachers were concerned about their workload, claiming they had too many periods to teach, their classes were too large and too many nonteaching activities needed to be performed. The Tanzanian context is identical to the Nepalese context.

From the theory point of view, unrealistic workload increases burnout among the teachers (Kokkinos, 2007; Peeters & Rutte, 2005; Schaufeli & Bakker, 2004), which influences teacher motivation (Farber, 1982). Burnout in the profession also leads to job dissatisfaction and regular absenteeism (Maslach & Jackson, 1981) and decreases academic task performance (Evers, Brouwers, & Tomic, 2002). For these reasons, workload for teachers should be realistic and attainable and regular motivational support should be provided to keep them motivated in the profession. Teachers facing heavy workload need

sufficient motivational support in order to sustain their effort and professional conduct on the job (Iliya & Ifeoma, 2015).

6.4.2 Remuneration and Incentive

Remuneration and incentive factor had the lowest mean score of 1.57 among the eight factors analysed in this research. This indicated that salary and incentives for Nepalese teachers was not encouraging which was affecting teachers' motivation. The quantitative result for remuneration and incentive is consistent with the views of the interview participants. The interview participants revealed that salary, incentives and other benefits for Nepalese teachers was very minimal which is only sufficient for living (See section 11.3.2). Literature indicated salary and other incentives as the major factor for determining teachers' motivation (Bennell & Akyeampong, 2007; Davidson, 2007; Guajardo, 2011; Ofojebe & Ezugoh, 2010).

Teachers' expectations of handsome salary and benefits can be related to Vroom's (1964) expectancy theory of human behaviour. According to Vroom (1964), people join certain organisations with expectations of their needs, motivations, and past experiences and their behaviour are influenced by their own expectancy assumptions. Similarly, people desire good salary, job security, and promotion and they choose behaviour to enhance outcomes for them personally. Lunenburg (2011) defined Vrooms' expectancy theory in a simple way stating, "a person is motivated to the degree that he or she believes that (a) effort will lead to acceptable performance (expectancy), (b) performance will be rewarded (instrumentality), and (c) the value of the rewards is highly positive (valence)" (p. 2). This indicated that teachers place effort in their teaching with an expectation of reward. Hence, they can lose motivation in their teaching if their effort is not rewarded. In this context, the participating Nepalese teachers were not receiving appropriate rewards in the form of salary and other

incentives for the constant effort they had been placing to improve educational standard in Nepal.

Insufficient salary and incentives for teachers can be corresponded with Maslow's (1943) hierarchy of needs theory which stated that individuals' essential basic need should be met to be motivated to achieve higher desires. Minimal salary and incentives for Nepalese teachers can be one of the factors challenging their living. Hence, teachers in Nepal even have to do extra jobs besides their teaching for survival (P.N. Shrestha, 2008). For example, they may have to do farming, run shops or provide tuitions to offset poor teacher incomes. Moreover, dependency on the secondary jobs can significantly undermine teachers' motivation to perform in their primary job of teaching (Iliya & Ifeoma, 2015). Hence, it becomes important to support teachers with improved salary and incentives, performance based allowances and bonuses to keep them motivated within the profession.

6.4.3 Recognition and Prestige

The average mean score for the factor of recognition and prestige was 3.16. Although recognition and prestige factor had considerably higher mean score than other factors, it is not substantial to reveal that teaching is a prestigious profession in Nepal. The interview participants also reported that teaching profession is losing its prestige and status in Nepal (See section 11.2.2). The status of the teaching profession has effects on teachers' motivation. Occupational prestige has been identified as one of the key components of teachers' motivation by researchers. Vegas and Umansky (2005) suggested nine motivational factors to encourage teachers for effective teaching which included recognition and prestige as an important factor. Similarly, occupational prestige has an effect on the motivation of teachers (Guajardo, 2011), determines career choice of teachers (Gottfredson, 1981) and is related with occupational satisfaction (Ducharme & Martin, 2000; Weaver, 1977). To sum up,

teachers are more motivated in doing well if the teaching profession has higher occupational prestige and is highly regarded by the society.

6.4.4 Career Development

The average mean score of 2.51 for the factor of career development indicated that the participating EFL teachers were not receiving sufficient opportunities for their career development. The items in this factor were directed on their experience about pre-service and in-service trainings in Nepal. The mean scores for the pre-service training (item 7) and in-service training (item 8) were 2.48 and 2.55 respectively. This specified that neither the participating teachers were properly trained before entering the teaching profession, nor they received sufficient opportunities for in-service trainings. The interview participants also described that teacher training in Nepal is irregular, traditional and inconsistent (See section 12.1) which is consistent with the quantitative result. Opportunities for career development influence teachers' motivation (Bennell & Akyeampong, 2007; Guajardo, 2011). Particularly, regular opportunities for the training were recommended by the Pakistani teachers to keep them motivated in the profession (Alam & Farid, 2011). Similarly, Iliya and Ifeoma (2015) found that comprehensive staff development and supportive teacher evaluation assisted in improving teachers' professional motivation in less developed countries; also teacher training can be additional motivational strategy for teacher (Ofojebe & Ezugoh, 2010). In short, if teachers are efficiently prepared during pre-and in-service teacher training, it will enhance their motivation to perform better.

6.4.5 Institutional Environment

The average mean score for the factor institutional environment was 2.63, which reflected that the participating teachers in Nepal did not receive favourable working

environment at school. Constructive institutional atmosphere encourages teachers to perform better; in contrast negativity within the institution can be one of the demotivating factors.

Institutional environment includes autonomy in decision making, transparent deployment and promotion of teachers, healthy relationship with school Principal and colleagues, prohibited discrimination against female, disabled and marginalised teachers and so on (Gaujardo, 2011). Teachers enjoy meritocratic pay and promotion, sense of equality and regarded for their performance. Therefore, the school leaders or the policy makers should consider these aspects of institutional environment to enhance teachers' motivation.

6.4.6 Voice

Voice had the highest average mean score of 3.23 of all the factors; however, it is not significant to reveal that teachers have a say in school management and they can participate in decision making. The participants during the interviews stated that teachers have very limited voice representation and participation in decision making in the hierarchical education system like Nepal and teachers were hardly included in policymaking; rather they were regarded as silent policy implementers. This may be one of the reasons for the Nepalese teachers being involved in different unions so that union leaders can deal with the issues. It is frequently noticed in Nepal that teachers union have to negotiate with bureaucrats to address the issues like permanent position for teachers, pay rise, unethical transfer and deployment. It is important that teachers are included decision making. The school leaders can enhance teachers' perceptions of belongingness in the school by empowering them with decision making autonomy, including them in future plans of the schools and policymaking within the school. This will increase teachers' motivation to perform better and stay in the organisation for a long period.

6.4.7 Learning Materials and Facilities

The average mean score for the factor of learning materials and facilities was substantially low at 2.71. The items in this factor were related to the availability of learning materials and suitable buildings and facilities which are prerequisite for EFL teaching. The low average mean score for the factor learning materials and facilities indicated that a proportion of EFL teachers in Nepal do not receive sufficient materials for EFL teaching, and schools in Nepal do not have reasonable buildings and facilities. School environment and availabilities of school facility have been regarded as significant factors that have positive effects on teacher's motivation and student's achievement. Research indicated that inadequate school facilities have a negative impact on teachers' motivation and their performance (Afework & Asfaw, 2014; Earthman, 2002).

Additionally, teachers' quality of work life and work place condition are positively related with their job satisfaction (Firestone & Pennel, 1993; Ma & MacMillan, 1999; Rosenholtz & Simpson, 1990) and their feeling of efficacy (Kushman, 1992; Louis, 1998). Under-resourced schools and challenging circumstances for teaching in the public and government aided schools of Nepal can be one of the reasons for teachers' decreased motivation in teaching. Therefore, the government should immediately initiate to invest more on the education sector and empower teaching force with physical resources which will be helpful to enhance academic quality in the schools of Nepal.

6.4.8 Accountability

Consistent with other factors for teachers' motivation, accountability had a relatively low mean score of 3.03. The moderate mean score for accountability indicated that EFL teaching practices in Nepal is limited by praising and punishing culture along with proper and

regular supervision. According to Bennell and Akyeampong (2007), the level of teachers' accountability to the school and parents has a powerful influence on their motivation; whereas the lack of accountability among teachers often results in under-performance and, at times, gross professional misconduct. They also expressed that unaccountableness among the teacher can lead to frequent absenteeism, lateness, poor teaching, and abusive behaviour towards pupils. Hence, it becomes very important to increase accountability among the teachers as it increases student achievement and decrease teacher absenteeism (Michaelowa, 2002). Devkota (2005) (cited in Bennell & Akyeampong, 2007) considered that primary level teachers in the government schools of Nepal are more unaccountable and care little about their performance and student achievement since they are paid whether they teach or not. Similarly, the interview participants also reported that political interferences in the schools and teachers' affiliation with different political parties have increased unaccountability among the teacher (See section 10.4). To sum up, increased accountability among the teachers will potentially enhance their performance. For increasing accountability, teachers should be praised and rewarded for their improved performance, while teachers with substandard teaching should be charged with degradation of Grades and opportunities for promotion. Similarly, teachers' performance should be constantly monitored and evaluated by the school leaders as well as responsible government bodies.

6.5 Correlations among Participating Teachers' Sense of Efficacy, Self-reported English Proficiency and Motivation

Pearson's product moment-correlations coefficient r was computed between the dependent variable teachers' sense of efficacy and the independent variables self-reported English language proficiency in all four skills, eight factors for teachers' motivation to

describe the strength and direction of the linear relationship between variables (see table 6.5). Similarly, four language skills were regarded as dependent variable for English language proficiency of the participants and coefficient r was computed with eight factors for teachers' motivation (see table 6.6).

According to Cohen (1988), correlation coefficients r value determines the strength of the relationship or the effect size between the variables. Correlation coefficients r varies from 0 (no relationship between the variables) to 1 (absolute relationship). The relationship between the variables can be positive and negative both. The positive relationship specifies a direct relationship between the variables that if one variable increases the other variable also increases. Similarly, negative relationship indicates that if one variable increases the other variable decreases. In this research, I will be using Cohen's (1988) standard to evaluate the correlation coefficient r in which 0.10 to 0.29 indicates a weak association, 0.30 to 0.49 indicates a moderate association and 0.50 and above indicates strong association between the variable.

Table 6.5: Correlations among self-efficacy subscales with other variables of self-reported English language proficiency and motivation.

Variables	<i>Speaking skill</i>	<i>Listening skill</i>	<i>Reading skill</i>	<i>Writing skill</i>	<i>WL and Chl</i>	<i>Rem and Inc</i>	<i>Recog and Pres</i>	<i>Career Dev</i>	<i>Inst Env</i>	<i>Voice</i>	<i>Matl and Fac</i>	<i>Act</i>
Engagement	.55	.67	.31	.13	.43	.21	.12	.46	.50	.27	.44	.32
Management	.36	.38	.33	.25	.32	.09	.11	.26	.42	.10	.30	.35
Instl Strat	.31	.23	.32	.37	.16	-.16	.11	.04	.15	-.05	.13	.14

**. Correlation is significant at the 0.01 level (2-tailed)

WL and Chl = Workload and challenges

Rem and Inc = Remuneration and incentives

Recog and Pres = Recognition and prestige

Career Dev = Career development

Inst Env = Institutional environment

Matl and Fac = Materials and facilities

Act = Accountability

6.5.1 Self-efficacy and English Language Proficiency

Significantly positive correlations were found between the participating Nepalese EFL teachers' sense of efficacy for student engagement, classroom management and instructional strategies with their perceived English language proficiency in speaking, listening, reading and writing. Notable correlations were found between efficacy for student engagement and speaking skill ($r=.55$), listening skill ($r=.67$) and reading skill ($r=.31$). Similarly, a significant correlation for classroom management was found with speaking ($r=.36$), listening ($r=.38$), and reading ($r=.33$). Further, efficacy for instructional strategies were significantly correlated with writing ($r=.37$), reading ($r=.32$) and speaking ($r=.31$). Only teachers' sense of efficacy for engagement was not significantly correlated with writing skill of English language proficiency, which is consistent with the results of Chacon (2005), Eslami and Fatahi (2008) and Yilmaz (2011) in Venezuelan, Iranian and Turkish EFL contexts respectively. These results revealed that the more proficient teachers perceived themselves in four aspects of language skills, the higher their self-efficacy to engage students in classroom activities, effectively manage students and use multiple instructional strategies in teaching. In short, teachers' perceived efficacy to perform the three dimensions of teaching namely student engagement, classroom management and instructional strategies tends to increase as language proficiency increases. In contrast to other variables, the insignificant correlation between student engagement and writing skill is notable. It can be of an inquiry that the participating teachers rated themselves more proficient in writing skill; however, their sense of efficacy to engage students in language-learning activities did not result in significant correlation.

6.5.2 Self-efficacy and Factors for Teacher Motivation

The table 6.4 revealed that positive correlations were found among teachers' sense of efficacy for engaging the students in classroom activities and managing the classroom with the eight factors effecting teachers' motivation analysed in this research. Prominent correlations were found between student engagement and workload and challenges ($r=.43$), career development ($r=.46$), institutional environment ($r=.50$) and materials and facilities ($r=.44$). Likewise, significant correlations among classroom management were noted between workload and challenges ($r=.32$), institutional environment ($r=.42$), materials and facilities ($r=.30$) and accountability ($r=.35$). In contrast, teachers' sense of efficacy for instructional strategies was not found to be significantly correlated with the factors for teacher motivation, in which, even insignificant negative correlations were found with the factors remuneration and incentives and voice. This revealed that motivated teachers perceive themselves highly efficacious in engaging students in teaching and learning and managing the class; whereas factors effecting teacher motivation is either not or negatively correlated with teachers' sense of efficacy for instructional strategies.

6.5.3 Self-reported English Language Proficiency and Factors for Teacher Motivation

As illustrated in table 6.6, teachers' self-reported English language proficiency was correlated with the eight factors affecting teacher motivation.

Table 6.6: *Correlations among self-reported English language proficiency with eight variables of motivation.*

Variables	<i>WL and Chl</i>	<i>Rem and Inc</i>	<i>Recog and Pres</i>	<i>Career Dev</i>	<i>Inst Env</i>	<i>Voice</i>	<i>Matl and Fac</i>	<i>Act</i>
<i>Speaking</i>	.45	.26	.23	.48	.55	.30	.51	.32
<i>Listening</i>	.39	.26	.17	.53	.44	.36	.40	.22
<i>Reading</i>	.18	.01	.26	.20	.30	.11	.24	.32
<i>Writing</i>	-.02	-.27	.15	-.06	.02	.08	-.03	.19

**. Correlation is significant at the 0.01 level (2-tailed)

WL and Chl = Workload and challenges

Rem and Inc = Remuneration and incentives

Recog and Pres = Recognition and prestige

Career Dev = Career development

Inst Env = Institutional environment

Matl and Fac = Materials and facilities

Act = Accountability

The correlation analysis revealed that eight factors effecting teacher motivation were significantly correlated with speaking and listening skills. The notable positive correlations were found between speaking skill and workload and challenges ($r=.45$), career development ($r=.48$), institutional environment ($r=.55$) and materials and facilities ($r=.51$). Similarly, listening skill was highly correlated with workload and challenges ($r=.39$), career development ($r=.53$), institutional environment ($r=.44$) and materials and facilities ($r=.40$). Similarly, teacher self-reported English language proficiency for reading was also significantly correlated with the factors for teacher motivation except remuneration and incentives and voice. In contrast to these, writing skill was either insignificantly or negatively correlated. Within the negative correlations, a statistically significant negative correlation between writing and remuneration and incentives ($r=-.27$) was found. These findings indicated that motivated teacher rated their speaking, listening and reading skills of English

language high, whereas teacher motivation was not significantly related with their writing proficiency.

The significant correlations among teachers' sense of efficacy, English language proficiency and motivation are consistent with Bandura's (1997) theory that self-efficacy is a level of anticipated competence in a person that he or she will demonstrate in a given context. Teachers' belief of their teaching competence has a considerable impact on their teaching in terms of their effort and challenges they set. For instance, if teachers perceive their language proficiency as low, it will negatively impact their sense of efficacy to perform the teaching task efficiently. High correlations among teachers sense of efficacy and workload and challenges, career development, institutional environment, materials and facilities factors for teacher motivation revealed that teachers' working conditions are likely to impact their sense of efficacy.

The findings of this research raised concerns on teachers' sense of efficacy, English language proficiency and motivation. Significant correlations among teachers' sense of efficacy and English language proficiency suggested that educational stakeholders should consider maintaining or enhancing teachers' English language proficiency through teacher education and professional development programmes. Similarly, educational stakeholders should also focus on enhancing teachers' motivation with reduced workload, opportunities for career development, availabilities of materials and facilities required for teaching and appropriate institutional environment to increase teachers' sense of efficacy.

6.6 Conclusion

The quantitative data analysis revealed that the participating Nepalese EFL teachers perceived less efficacious in student engagement and classroom management than instructional strategies. Further, analysis of self-reported English language proficiency

indicated that the participants perceived less proficient in listening and speaking skills, whereas highly proficient in writing skill. Moreover, analysis of motivation among the participants showed that the participating teachers were demotivated within the profession. Workload and challenges and remuneration and incentives were the most demotivating of all the factors.

The correlation analysis between self-efficacy, self-reported English language proficiency and the factors effecting teacher motivation resulted in significant correlations. Significantly positive correlations were found between Nepalese EFL teachers' sense of efficacy for student engagement, classroom management and instructional strategies with their perceived English language proficiency in speaking, listening, reading and writing except teachers' sense of efficacy for engagement and writing skill which were not significantly correlated. Additionally, teachers' sense of efficacy for student engagement and classroom management were positively correlated with the eight factors for teacher motivation; however teachers' sense of efficacy for instructional strategies was either insignificantly or negatively correlated with the eight factors for teacher motivation. Lastly, the eight factors for teacher motivation were significantly correlated with teachers' self-reported speaking and listening skills.

Chapter Seven:

Macro-level Analysis of Qualitative Data

7.0 Introduction

This chapter presents macro-level analysis of qualitative data which include methods employed to gain codes, categories and themes. After that, it reveals the main themes and sub-themes emerged from the analysis of the interview data. Lastly, it also discusses the analytical techniques used to gain the theme hierarchy. The main themes and the sub-themes are the qualitative findings of this research which are discussed in the results and discussion chapters. The qualitative findings of this research address the research question one: What are the factors that have an impact on English language teaching in Nepal?

7.1 Approaches Employed to Generate Themes

This research employed grounded method to analyse the qualitative data in which thematic analysis techniques were used to generate main themes. Thematic analysis offers an accessible and theoretically-flexible approach to analyse qualitative data (Braun & Clarke, 2006). At the initial stage of the data analysis, the interview transcripts were repeatedly read to generate codes and categories. Manually coding approach was employed to generate initial codes (See section 5.4.1.3 for detail). The interviews indicated several issues and challenges limiting ELT in Nepal. Frequent engagement with the interview transcripts assisted in recognising preliminary codes and categories. ‘Noting patterns, themes’ and ‘Counting’ tactics suggested by Miles, Huberman and Saldaña (2013, p. 277) assisted in identifying

dominant and salient issues which were highlighted with the help of colour pens. After that, these codes were grouped according to its type and frequency and logged into different categories on the basis of their similarities. These categories were further grouped into a broader theme on the basis of the types of issues revealed by the participants. ‘Thematic Conceptual Matrix’ recommended by Miles and Huberman (1994, p. 132) to analyse qualitative data and generate themes assisted in linking codes and categories with the main themes. The following table 7.1 demonstrates the process followed to generate main themes. In this table, I exemplify the methods employed to gain one of the themes of this research, ‘Government level issues.’

Table 7.1: *Thematic conceptual matrix used to generate the theme ‘Government level issues.’*

Participants	Codes	Categories	Theme
IP1, IP2, IP3, IP4, IP5, IP6, IP7, IP8, IP9, IP10, IP11, IP, 12, IP13, IP, 14, IP 15, IP16	<ul style="list-style-type: none"> • Frequent changes in the government leadership negatively affect policy implementations. • There has been no local level election to establish local participation in school governance. • Systemic corruption impedes education. • I have taught for more than 10 years as a temporary in a hope that I will be awarded permanent position. • Government funding never addresses the issues of limited infrastructure. 	<p>Political instability.</p> <p>Bureaucratic malpractice</p> <p>Teacher management</p> <p>Issues of government funding.</p>	Government level issues

All the themes of this research were generated employing the techniques discussed above. This was helpful in determining ELT issues and challenges identified by the participants which also facilitated in theory building. At the end of the analysis, several issues

and challenges were logged into six dominant themes that were identified as factors impeding ELT in Nepal. These themes keep on unfolding ELT issues and challenges at different levels of the education system.

7.2 Revealing the Main Themes and Sub-themes

Analyses of the interview data revealed six major themes limiting ELT in Nepal: government level issues, community level issues, political interferences, teachers' professional identity and status, professional development of teachers, and constraints on pedagogical practices.

The government level issues and challenges were identified as one of the influencing factors limiting effective ELT in Nepal which includes four subthemes. Within the government level, the participant regarded bureaucratic instability as one of the major issues. Bureaucratic instability in Nepal has hindered policy formulation and increased its implementation uncertainty. Similarly, the participants also felt that the bureaucratic instability has elevated administrative malpractice such as corruption and reluctance among the government stakeholders. Moreover, policy level issues within the government, for instance, ELT policies, limited funding, inadequate infrastructure and resources significantly influence English language teaching and learning. Thus, these issues and challenges reported by the participants were grouped into broader theme, the government level issues.

The community level issues comprises of three subthemes: community involvement, socio-economic status and education of parents. The participants expressed that the community involvement in the development of education in Nepal is not noteworthy. Although the participants wished for regular consultation, feedback and supervision from parents and the wider community to enhance their academic performance and maximise learning outcomes, engagement of parents and the wider community was regarded as

minimal. Moreover, socio-economic status of parents was considered as a determining factor to have access of quality English education. Well-off parents can send their children in best private schools to gain quality education, whereas parents from low socio-economic background either cannot send their children to school or have to send in the government aided or public schools. The quality of education in the government aided and public schools is under doubt (Mathema, 2007). Finally, the participants felt that educated parents can better monitor and support their children than less educated one. For these reasons, community involvement, socio-economic status and economic of parents were logged into an umbrella theme, community level issues.

According to the participants, educational institutions have been frequently targeted by the political parties to endorse their political ideology and display supremacy. Frequent strikes and political pressures, influence on SMC, influence on teacher management and teachers' involvement in political activities emerged as subthemes which were categorised in political interferences theme. The participants believed that the political interferences have significantly influenced teaching and learning activities. From the view of most of the participants, it was evident that losing academic days for frequent strikes, politically elected or appointed SMCs, increased nepotism and favouritism in teacher recruitment and teachers' prioritising political activities than teaching were not benefiting teaching and learning.

The fourth theme emerged was professional identity and status of teachers. According to the participants, teaching profession in Nepal is losing its value and reputation. Personal, social and contextual factors were regarded as the influencing issues affecting teachers' professional identity and status. On the personal factor, teachers' behaviour inside and outside the school were considered that have an effect on public's perceptions of teaching profession. The participants believed that reluctant and unaccountable teachers and engagement in socially unacceptable activities of few teachers has defamed the whole teaching

profession. On the social factors, teachers and teaching profession viewed by the society and their image portrayed in the media were believed to determine identity and status of the teaching profession. Lastly, teachers' contextual issues such as inadequate facilities in the school, insufficient salary and incentives, high workload and job insecurity were detailed which have an influence on teachers' identity and status.

The participating teachers identified limited opportunities of professional development as issues and challenges limiting them for effective ELT. Discussing the issues of professional development, the participants stated that most of the teacher training programmes in Nepal lack thorough analysis and needs and requirements of real classroom teaching; thus are not appropriate to address the actual needs of the teachers. Moreover, school based provision of professional development was also regarded as ineffective. Under-resourced schools of Nepal, limited support and cooperation from school leadership and peers were acknowledged. Hence, the theme 'issues of professional development' has three subthemes: teacher training, professional development within the school and social learning and collegial support.

The last theme identified by the participants was 'constraints on pedagogical practices' which has three subthemes: school level, teachers level and learners level constraints. The school level constraints included crowded classes, limited infrastructure, limited support from school leaderships and necessity to teach for exam. Similarly, on the teacher level, teachers knowledge, both subject matter and pedagogical knowledge, and extensive use of mother tongue in teaching were recognised as constraints impeding effective ELT. Moreover, learners' limited language proficiency and their desire to use mother tongue in English language was disclosed as a factor limiting teachers for effective pedagogy. Additionally, the participants also reported that learners from the government aided and public schools lacked motivation in English language learning. English is regarded as a

difficult subject to pass; hence learners do not give high emphasis in English language learning. This was considered to influence teachers' ELT. Finally, increased behavioural issues among the learners were also reported. Disruptive and persistent misbehaviour in the class, disobeying the instructions of the teachers, disengagement in learning, being late or skipping the whole class and school were reported by the participants. These behavioural issues among the participants acted as constraints in English language teaching and learning process.

7.3 Development of the Theme Hierarchy

Once all the dominant themes were generated from the interview transcripts, they were positioned in a pyramid structure hierarchical order and discussed in each chapter. The issues hierarchy in this research has been developed assuming the policy devising and implementing mechanism practiced in Nepal. From the conversation with the participants, there was an indication that policy devising and implementing mechanism in Nepal still follows a 'top-down' approach. Although, efforts to decentralise education management have been made with school management being handed to the community, findings of the qualitative data indicated on 'top-down' pressures on the education system. Educational policies are formulated in the bureaucratic level and lower level stakeholders are the policy implementers. The participating teachers expressed that lower level educational stakeholders, such as the community, SMC members, school principal and teachers, have no or limited influence in educational policies formulations. Educational policies are designed in the government level and administered by the DEOs. Hence, teachers, parents, SMCs, and the wider community have insignificant influence in the bureaucratic decisions for education reform. Similarly, the participants also believed that voices of teachers are hardly heard by the bureaucrats.

The pyramid structure issues hierarchy (see Figure 7.1) offered a way of understanding the linkages between ‘top-down’ pressures, such as the ineffective policies, limited funding, social and political context and its influence in the classroom practice. The issues hierarchy was fundamental in discussing diverse ELT issues in the Nepalese education system.

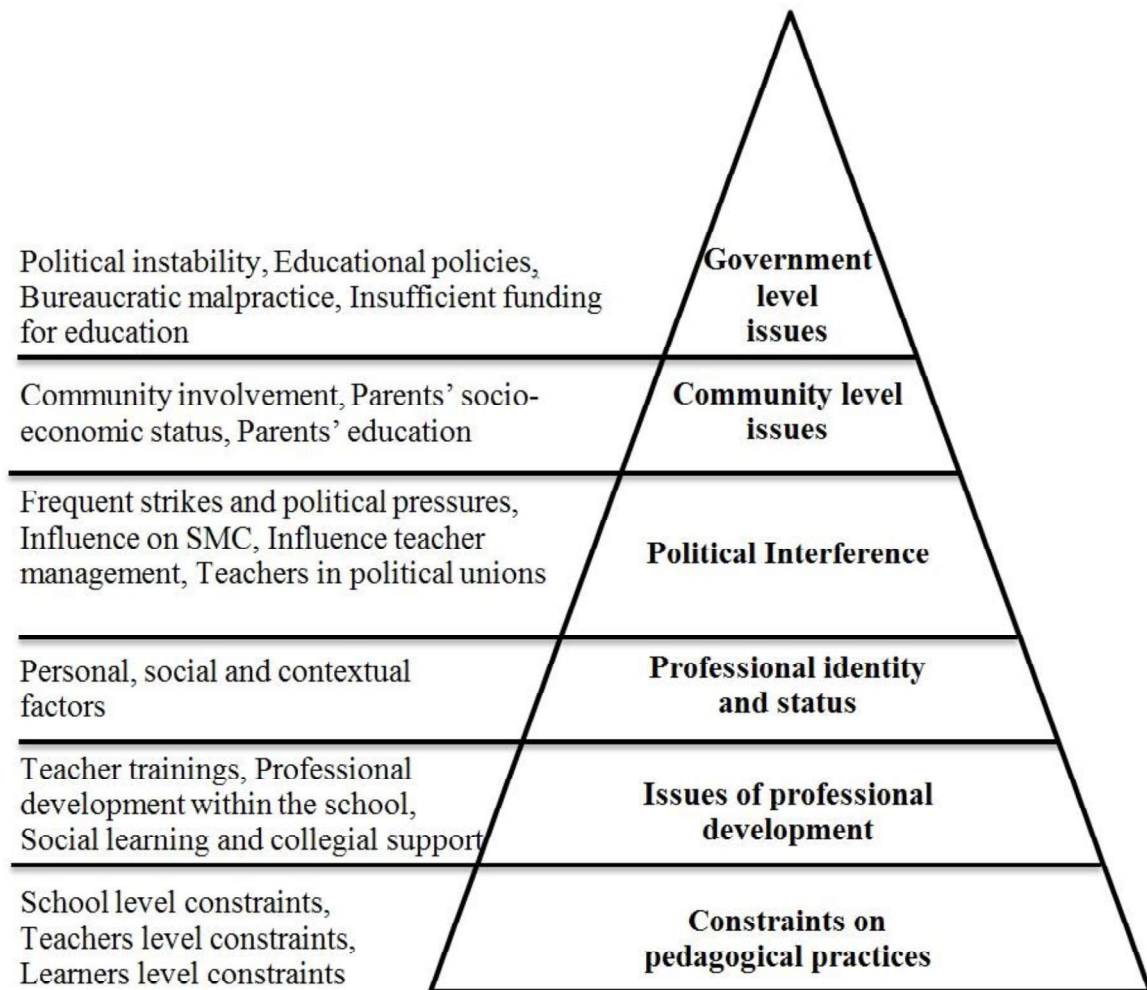


Figure 7.1: Hierarchical positioning of themes and sub-themes.

7.4 Conclusion

Firstly, this chapter discussed the analytical techniques employed to analyse the qualitative data of this research. Thematic analysis techniques were utilised to generate main

themes. After the frequent engagement with the interview transcripts, codes were noted and highlighted with colour pens. After the constant comparison of the codes, these codes were logged into different categories according to its type and similarity. Lastly, these categories were logged in broader themes.

Secondly, revealed main themes emerged from the analysis. Six major issues and challenges were identified as influencing factors impeding ELT in Nepal: government level issues, community level issues, political interferences, teachers' professional identity and status, professional development of teachers, and constraints on pedagogical practices.

Finally, it presented the hierarchical positioning of the themes in a pyramid structured theme hierarchy. Themes were structured in the pyramid structured issues hierarchy depending on the top-down educational structure practiced in Nepal.

Chapter Eight:

Government Level Issues

8.0 Introduction

This chapter describes the findings in relation to the government level issues and challenges limiting ELT in Nepal. Government resources and aptitudes are highly influential to educational development and ELT. Despite this, the participants of this research indicated that existing issues in the government level such as ineffective educational programmes and policies, political instability, insufficient funding for education, and bureaucratic malpractice hindered effective English language teaching and learning.

The interview participants believed that prolonged political instability has negatively influenced policy executions and governance. Moreover, political instability was identified as an influencing issue for increased bureaucratic malpractice such as systemic corruption and reluctant role of the government bodies to improve educational quality. The participants also detailed that the government bodies such as MoE and DEO have frequently failed to administer the policies effectively and efficiently. Although decentralised governance policy has been adopted to enhance local participation in school management, there is still minimal local stakeholders' participation in educational policies formulation and implementation. The participants believed that the government should either revise the existing policies or introduce new policies to enhance ELT. For instance, their belief was that teachers' English language proficiency standardisation policy is essential to enhance ELT, and will be helpful in recruiting proficient teachers to acquire better teaching and learning outcomes. Additionally, the participants indicated that the existing teacher management policy is not

encouraging. The existing decentralised teacher management policy has elevated nepotism in teacher recruitment while issues of equity among teachers and quality of teaching have been major challenges. Finally, insufficient funding for education was also indicated as the key reasons for poor performance of the government aided and public schools. According to the participants, insufficient funding for education has created challenging working environment in the government aided and public schools, significantly affecting teaching and learning outcomes.

Finally, during the interviews, there was an indication that the government level issues are interrelated which has been displayed in Figure 8.1. For instance, political instability negatively affects formulation and implementation of educational policies which also increases bureaucratic malpractices. There was also an indication that bureaucratic malpractice influence funding for education and implementations of educational policies.

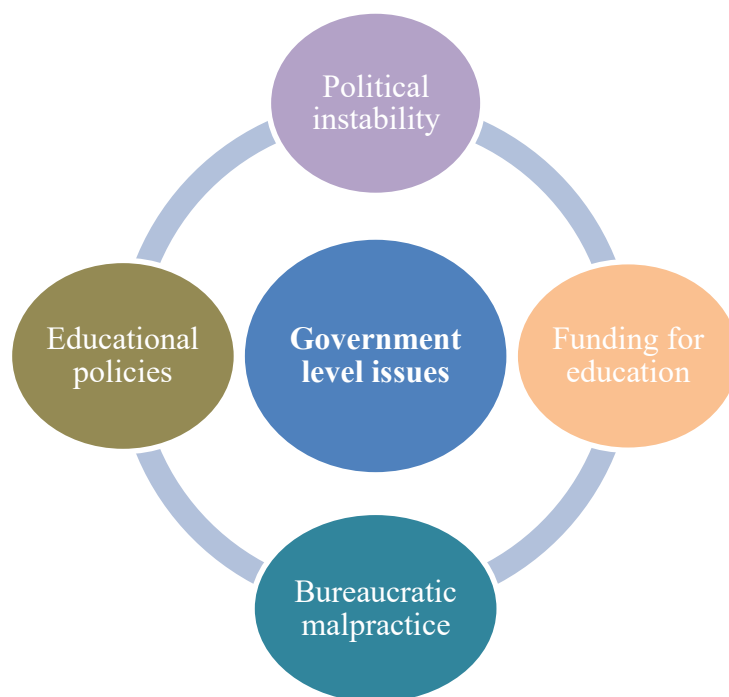


Figure 8.1: Interrelation of issues at the government level influencing ELT.

8.1 Political Instability

There was a general agreement among the participants of this research that the prolonged political instability is a basic cause for all the barriers to educational development in Nepal. For example, frequent changes in government leaderships were believed to have hindered policies formulations and its implementations. The lack of appropriate approach, vision and communication among the political leaderships and the educational stakeholders to continue the preceding educational policies have reportedly created massive confusion at different levels of the education system. Additionally, the participants also expressed that successful completion of educational projects and programmes depend on the continuous support from the government in terms of policy execution and resource management. Hence, political instability was regarded as the most influential factor for poor physical environment of schools, difficult working conditions for teachers and increased misconduct among government bodies responsible for enhancing educational quality in Nepal. One of the participants from Kathmandu expressed:

In last twenty five years, most of the times, government has changed within a year. It is very frustrating that the government changes before presenting any vision for education reform; while new formed government hardly continues the policies and programmes. Thus, I believe that a stable government is a need of the country, not only to improve academic environment but also to develop economy and establish rules and regulations. IP1

The participants also explained that political instability has limited the development of infrastructure in the schools and issues of teachers remains unsolved. Specially, two participants stated:

Improving English language teaching and learning has never been a priority of any government leaderships. Different technology assisted approaches for ELT are emerging; however none of them have yet attempted to facilitate teachers with these approaches to improve ELT quality. IP4

As a headmaster of this school, I have frequently requested the government officials to address the issues like insufficient number of teachers, inappropriate school buildings, need of advanced tools and technologies and so on. Once the government

leadership changes, government officials are transferred and our requests get lost within the system. IP6

Nepal has been politically unstable for several years. After the restoration of democracy as multiparty system in 1990, the Nepalese government have faced more instability. According to a leading national daily, The Kathmandu Post, there were 25 heads of government in the last 27 years in multiparty political system (“Sources of instability in Nepal”, 2017) while during 2008-2016, the government has changed government leaderships ten times. Moreover, there has been no local level election for almost two decades which has restricted local governance and participation for education development. According to a report by the Ministry of Finance [MoF], government of Nepal (2014), political instability has increased policy implementation uncertainty. Consequently, political instability affects bureaucratic stability to upset growth and development which is directly related with educational goals attainment.

Political stability and its relationships with education quality and goals attainment have been well established (Feng, 2001; Kahn, 1997; Krauss, 2013; Nir & Sharma Kafle, 2013). The participants believed that political stability ensures continuation of any programmes and policies till its pre-defined time period and guides to the successful completion. According to Nir and Sharma Kafle (2013), political stability fosters continuity which is essential to enable professional considerations to dominate educational processes and allow educators to conduct pedagogical programmes from start to finish.

8.2 Educational Policies

Policy starts with government and the government controls and regulates all the educational activities in school; however, the participants of this research expressed their unhappiness on the existing provision of teacher management under decentralisation policy and desired amendments on it. Similarly, they also indicated that the government should

introduce standardising teachers' English language proficiency policies to foster ELT quality. Formulation and implementations of educational policies in Nepal are often criticised for not considering the ground realities and not including the voice of local education stakeholders that are within the periphery of schools (Parajuli & Das, 2013). Similarly, most of the education policies in Nepal are crafted at the higher bureaucratic level in regular consultation with donors. So, donors try to influence by setting priorities and goals as the conditions of their grants and loans (Khanal, 2011). As indicated by the participants, some of the education policies in Nepal are not at the best interest of the educational stakeholders. For these reasons, they expected the educational policies to address the local issues and benefit teaching and learning process.

8.2.1 Teacher Management under Decentralisation Policy

The interview participants of this research indicated that the decentralisation policy to handover the government aided schools to the community in 2002 was not in favour of teachers. According to the participants, the government missed consultations with grass-root educational stakeholders like communities, teachers and teachers unions before implementing the policy. They suggested that the government could have strengthened the community with trainings and orientations for school management and equip them with skills and knowledge for public relation and education reform. One of the participants expressed:

Although the decentralisation management policy was a good move from the government, I still believe that the government lack preparatory homework before introducing it. Firstly, the government failed to consult with the lower level educational stakeholders. Secondly, they did not reinforce communities with school management skills and lastly extensive community interference has limited teachers' autonomy in teaching. IP12

Consistent with the view of the participants, SMAERCC (2012) listed a few reasons that the decentralisation policy could be ineffective: SMCs formation is more political than

academic; the SMC members have low academic qualifications; SMC members have no managerial trainings; and local people are least aware and least capable of assisting proper school management.

From the conversation with the participants, there was an indication that the government of Nepal implemented its decentralisation policy in order to gain financial aid from the World Bank. Although the decentralisation policy was introduced to strengthen the school management with community participation, the participants believed that it had several adverse effects on teachers. One of the participants reported that the policy encouraged nepotism and favouritism in teacher recruitment, transfer and promotion (detailed in section 10.3). Below is one typical comment from a participant.

Decentralisation gave right to SMCs to recruit temporary teachers. As most of the SMCs are political formed, they misused their rights and recruited their party cadres, family members and relatives even though they are less deserving. SMCs became so powerful that they could even influence teachers' promotion and transfer. IP8

A research on decentralisation school management in Nepal by Khanal (2011) revealed consistent results. Decentralised teacher management is problematic in Nepal with increasing nepotism, favouritism and bribery in teacher recruitment (Khanal, 2011); however, it is not limited to Nepal only. In a study of decentralised teacher recruitment in Kenya, Oirere (2005) found that decentralised teacher recruitment encouraged nepotism and favouritism. Similarly, instances of corruption and bribery in order to employ less qualified teachers were also reported. Similarly, the participants in a study by Grauwe et al. (2005) in West Africa shared that parent-teacher association chairs and school principals were involved in recruiting their relatives and friends.

The participants also raised concern over classification of teachers into different status. Teachers in Nepal can be classified as permanent and non-permanent (temporary, relief, per child funding and local) (Khanal, 2011). Permanent teachers are recruited by TSC as secured government employees and receive facilities and benefits approved by the

government. In contrast, there was an agreement among the participants that the teachers working on different contracts do not receive salary and benefits recommended by the government. Salary and incentives for non-permanent and contract teachers depend on the agreement between teachers and their respective employers. Hence, teachers under contract feel themselves discriminated against as the issue of equity was reported by the participants.

Some of the participants stated:

I know a friend who is a per child funding teacher and receives only Rs. 3000.00 a month, whereas permanent teachers receive more than Rs. 25000.00 for the same work along with other incentives as well. It is obvious that teachers receiving less salary will be demotivated and reluctant in teaching. This disparity among the teachers will ruin our education system one day. (IP9)

Permanent position holds higher recognition and prestige for teachers. Teachers with permanent position receive better salary, incentives and career opportunities. IP3

The view of the participants is consistent with the findings of Khanal (2011) as he revealed that decentralised teacher management in Nepal has raised the issues like hierarchy of teacher position, favouritism in recruitment and equity in the work place. The participants expressed their desire that teachers of the same level should be equally treated for their work in terms of salary, benefits and recognition. Adams's (1965) Equity Theory sought for unbiased acknowledgment of employees' inputs (level of work difficulty, education level, hard work and so on) and outputs (salary, benefits, recognition and so on). If employees believe that their inputs have resulted in anticipated output in the form of salary, benefits and recognition, it will enhance their motivation and commitment. In the case, Nepalese non-permanent teachers are receiving significantly less output, in the form of standard government salary and other benefits, for their inputs in teaching. This in a long term can influence their commitment and motivation in teaching. Dolton and Marcenaro-Gutierrez (2011) stated that teachers' sense of equity on salary and incentives has a positive effect on their students' performance. Similarly, salary and other incentives are identified as determining factors for teachers' motivation and job commitment (Bennell & Akyeampong,

2007; Davidson, 2007; Guajardo, 2011). Thus, teacher management policy should assure teachers of recognition, salary and benefits are equitable to keep them motivated and committed within the profession.

8.2.2 Policy to Standardise Teachers' English Language

Proficiency

The participants of this research suggested that implementation of a policy to standardise teachers' language proficiency can be used to enhance ELT effectiveness of teachers. At present, there is no standardised assessment of teachers' English language proficiency before they enter the teaching profession. With increased nepotism and favouritism in the recruitment process, the participants felt that less deserving people are entering in the teaching profession leading to poor performance of schools. Hence, the participants felt the need for a policy to standardise teachers' English language proficiency. A participant from Kathmandu stated:

I know some countries around the world have provision of testing English language proficiency of teachers. I personally believe the government of Nepal also should take an initiative to set a benchmark of English language proficiency of the teachers. More proficient teachers; better English language teaching would be. As we all know, less proficient teachers cannot give students what they don't have. (IP14)

The participants also believed that teachers with better English language proficiency can expose learners to the target language in a comprehensible way. A participant from Chitwan explained the importance of teachers' language proficiency:

I believe it is not a rocket science to claim that teachers with sound English language proficiency can better instruct in English, expose the target language among the learners and transfer the knowledge which learners' can comprehend. Therefore, language proficiency should be a criterion to recruit English language teachers. IP2

Although it is difficult to measure teachers' language proficiency, teachers' target language proficiency has been recognised as an important aspect of teacher expertise and an influencing factor for successful teaching and student learning (Butler, 2004; Canh &

Renandya, 2017; Chen & Wang, 2004; Richards, 2015; Richards, Conway, Roskvist & Harvey, 2013). In the same way, teachers' self-perceived English language proficiency was found positively correlated with their sense of efficacy (Chacon, 2005; Yilmaz, 201), influencing their efforts placed in teaching. The participants explained that teachers with limited English language proficiency have inadequate input of language in their teaching which limits learners' exposure to the target language. Richards et al. (2013) described the importance of teachers' language proficiency stating:

Teachers need to have an advanced level of target language proficiency so that they can also provide meaningful explanations, enrich language input for learners and respond spontaneously and knowledgeably to their learners' questions on language and culture. Teachers also need an advanced level language proficiency in order to take learners beyond the beginner level of skills. This is particularly important in the high school context where learners have the potentiality to progress through five years of language instruction. (p. 244)

Integrating the participants' views and literature, it seemed that teachers with advanced English language proficiency can enhance better language skills to their pupils and improve the quality of ELT. For this reason, the government of Nepal should initiate programmes to improve language proficiency of in-service English language teachers along with the regulation for standardising teachers' English language proficiency.

8.3 Bureaucratic Malpractice

Prevalent bureaucratic malpractice was related with decreasing academic quality and poor working environment in the government aided and public schools. The bureaucrats who were responsible for improving educational quality were criticised for their inability or ignorance to regulate education sector. As previously discussed in Section (8.1), political instability in Nepal has negatively influenced the education quality. The participants also believed that political and bureaucratic stability is of utmost importance and encourages smooth functioning of the existing programmes and policies and discourages misuse of

authority. The participants reported that bureaucratic malpractice in the education system exists in the form of systemic corruption and reluctant government officials to improve educational quality.

8.3.1 Corruption

Several participants disclosed the dark side of corruption in the education system. From the view of most of the participants, it was evident that corruption in the education system of Nepal is serious, but remains a hidden issue which has substantial influence on the quality of teaching and learning. They felt that corruption in the education system functions as a chain which starts from the top government officials to the SMC and school principal. The participants also detailed that a significant percentage of the budget allocated for educational development is misused within the administrative channel; hence very little of this budget reaches the schools. The participants explained that the existing corruption is one of the reasons for poor school environment, minimal and lower quality infrastructure development and limited access to teaching materials and other resources. A participant from Kathmandu reported an instance of corruption:

Previously, the government use to send teaching materials like Cassette player, supplementary books in terms of goods, so somehow we could use those materials in the class. Recently, the government has started allocating money to buy these materials. Since then, neither I have received materials nor the money to buy the materials. (IP1)

The view of the participants is consistent with one of the observations of Parajuli and Das (2013). Citing Kantipur Daily Newspaper (5th July 2011), Parajuli and Das (2013) stated that due to corruption and conflict in printing the books, 73 million Rupees of the budget allocated to print the books were misused in the administrative channel.

The interview participants blamed members of SMC and Head-teachers for being lower-level corrupted authorities. They reported that SMC and Head-teachers have the

authority to use school funds which increases the possibility of misuse of the fund. According to the participants, misuse of the school-fund excessively happens during the bid of construction and teaching materials purchase. The corrupt authorities compromise quality of the materials with fake and duplicate bills to indicate high expense. Similarly, the participants also questioned the teacher selection process. Decentralisation policy has given authority to SMC and Head-teacher to recruit contract teachers. This has increased nepotism, corruption and bribery during the recruitment process. A participant from Chitwan stated:

It is widely noticed that the members of SMC or Head-teacher have exercised this right to select teacher for their own benefit. Sometimes, I feel that this whole teacher selection process is a drama. Most of the times, either they recruit their family members, relatives or the candidate who are from their political party. In the same way, it is a gossip among the teachers that in some cases candidates are selected if the selection committee are offered bribe. (IP13)

Findings from the interviews also indicated that corruption is rooted in the Nepalese society in a way that it is an epidemic. According to the Transparency International (2014), Nepal is ranked 126th place out of 174 countries of the world in Corruption Perceptions Index. Similarly, a recent survey conducted by My Republica revealed that Nepalese politicians and the government employees are the most corrupted (Pokharel, 26th Jan 2016). Although the government has taken several steps to combat corruption with the introduction of the National Vigilance Centre and Commission for the Investigation of Abuse of Authority, the participants doubted effective functioning of these anti-corruption agencies.

The participants believed that prevailing corruption has significantly impeded educational quality in the Nepalese education system. Systemic corruption has an impact on the achievement of a quality or equity education (Hallak & Poisson, 2001; Patrinos & Kagia, 2007). Corruption in education affects more people than corruption in other sectors as it threatens equal access, quantity and quality of education of those without access to education have little chance to escape a life of poverty (Meier, 2004). This idea fits in the Nepalese context. Prevalent corruption has impeded quality education in the government aided and

public schools where most of the children from low socio-economic background study. These children have no alternative than low quality education. In the same way, Bennell (2004) ascertained that those teachers who pay bribes to secure employment are most of the times not accountable to school, parents and the wider community and have low motivation and commitment in teaching.

8.3.2 Reluctant Government Stakeholders

Another concern of the participants was related to the reluctant role of the government stakeholders, especially the role of DEO. The DEO is one of the key government stakeholders who is responsible for implementing educational policies and programmes in grassroots level, establish a provision of regular supervision of the schools to improve its' performance and develop communities' engagement towards the school. Most of the participants shared that the DEO has frequently failed to develop effective supervision and evaluation system in the schools. One participant from Surkhet stated that:

I have been teaching in this school for almost 10 years. In these 10 years, I have not found anyway observing my teaching and evaluating my performance. I know there are school supervisors appointed from the MoE; however these school supervisors come to school just to sign paperwork that they have done their job. This attitude from DEO has helped to develop 'Who cares' attitude among the teachers (IP8).

The participants of this research agreed on the fact that the DEOs do not have sufficient staff and most of the times, they have to do extra administrative work. Nevertheless, they were more critical on the role of the DEOs to improve the education standard of the public and government aided schools. The participants of this research suggested that the DEOs should be more proactive for the effective administration of the government policies. Mathema (2007) revealed consistent results with this research regarding unaccountable government stakeholders in Nepal. District education officers are either not accountable or do not feel their responsibility to enhance quality of education in the

government aided and public schools. These officers hardly visit any schools outside the district headquarters lacking commitment (Mathema, 2007). The participants believed that the government of Nepal should make attempts to strengthen existing monitoring and supervising practice. Mathema (2007) detailed that no or limited government supervision is one of the problems in the Nepalese education system:

The near collapse of the monitoring and supervision system is one major problem public schools are currently facing. The Government must strengthen the supervision and monitoring of public schools to ensure that classes are held regularly, homework is given and marked, children in difficulty are given remedial support, class assessments and tests are conducted regularly and that they are used not just to assess learning but to help students with problem solving and to promote critical thinking. In short, each teacher and each school and SMC should be made accountable for students' performance. (p. 59)

The participants believed that regular supervision from the DEO can be helpful to increase accountability among teachers and reduce political interferences and teacher absenteeism. According to Sudarjat, Abdullah, and Sunaryo (2015), supervision is systematic and well-planned effort undertaken by a supervisor to foster, encourage and direct the teachers to achieve educational goals effectively through better learning process. In contrast, weak management of schools and poor teacher supervision contribute to the decline in education (Bennell, 2004). Emphasizing the importance of effective supervision, Grauwe (2007) reported that school supervision should not be limited to exercising administrative control over teacher; rather it should be for demanding accountability and offering support. Grauwe (2007) further stated that school supervisors can act as liaison officers between the schools and the Ministry as they can inform the school of the decisions made at the Ministry level while making the Ministry aware of the realities and concerns at the school level. Although some teachers may believe that regular supervision is an unnecessary bureaucratic pressure, supervision assists teachers in reflecting on their teaching and feedback received from supervision helps in capacity building which enhances teaching and learning quality.

8.4 Insufficient Funding for Education

Every year, the government allocates predefined annual budget and some multiyear projects for overall school management. DEO is a major actor in the district level while MoE is responsible in policy level. Therefore, the resourcefulness and EFL environment depends on the annual budget provided by the government along with other factors. The participants of this research identified that insufficient funding is one of the significant influencing factors for poor performance of government aided and public schools of Nepal. They tended to attribute poor working environment, limited resources and infrastructure development to insufficient funding and limited financial support for the educational system. According to the participants, most of the English classes in Nepal still follow traditional lecture and grammar translation methods and indicated that limited resources and infrastructure influence their pedagogical preference. A participant from a low resourced school of Dailekh explained about his teaching:

You cannot expect a teacher will bring educational reform if you just provide Chalk and Duster to him. It is even challenging to teach English language in non-native scenario. Therefore, teachers need supplementary materials to enhance their teaching; however I have not received any sorts of material for years. If the government is reluctant to provide additional materials; I teach in a manner which best suits my teaching context i.e. lecture method. (IP3)

During the interview, the participating teachers agreed that limited physical infrastructure and insufficient classrooms were some of the reasons for the oversized classes in Nepal. They expressed that unavailability of resources and infrastructure have negatively influenced their classroom practices. One of the participants from Dailekh stated:

We are teaching 120 students in a single class because we don't have enough buildings available. Similarly, we don't have a proper library, technology for technology assisted language teaching and learning and even minimal resources like reference books. IP9

Most of the public schools in Nepal lack proper physical infrastructure and resources, which is directly correlated with the poor performance the teachers and the schools. Most of

the educational institutions do not have language learning lab, teaching materials required for ELT, computer or the Internet (Bista, 2011). The participants believed in the direct influence of the availability of resources and infrastructure on the pedagogical approaches in teaching. They reported that oversized classes and unavailability of educational materials and resources are some of the reasons for adopting traditional approaches in ELT. They also claimed that they are not able to fully materialise their knowledge, skills and trainings for improving ELT in Nepal as a result of limited infrastructure and resources.

Although education receives a significant share of budget, the government of Nepal has always been under criticism for under budgeting the education system. The budget allocated for education for the fiscal year 2015/16 was nearly 12 percent which is the lowest in the last 10 years. According to Thapa (2011), budget allocated by the government for education is insufficient even for running the schools. It is even worse as the local stakeholders do not have authority to charge the students and parents to support schools. Moreover, nearly 80 percent of the educational budget is spent on teachers' salary and management (Parajuli & Das, 2013); hence the remaining budget is hardly sufficient for infrastructure and resource development. Thus, the participants indicated that increased financial support should address the issues like poorly equipped school buildings, high teacher-student ratio, unavailability of technology to assist ELT, and insufficient textbooks and teaching materials.

8.5 Conclusion

This chapter has presented the analysis of findings related to issues at the government level which were reported to considerably regulate ELT practice. The participants identified governance instability, education policies, bureaucratic malpractice and investment for education as having a negative influence on the quality of education. Frequent changes in the

government leaderships have disturbed bureaucratic stability resulting in confusion and uncertainty over implementing the educational policies. The current teacher management policy has increased the issues of equity and hierarchy among the teachers; thus the government should reconsider the teacher management policy and provide equal and equitable salary, benefits and recognition to all the teachers. Similarly, implementing a policy to standardise teachers' English language proficiency can ensure quality ELT practice. Moreover, misuse of authority within the government system was believed to inhibit quality education. Systemic corruption and reluctant government stakeholders were the issues revealed due to misuse of authorities. Finally, it was suggested that limited funding has resulted in poor working environment, leading to a decline in ELT quality. Hence, appropriate funding for infrastructure development and resourcing was desired to improve the ELT practice.

Chapter Nine:

Community Level Issues

9.0 Introduction

This chapter discusses the findings regarding the community level issues and challenges that have negatively impacted ELT in Nepal and the importance of community engagement and contribution to enhance the quality of education. The term community used in this research includes all the units of the community for example parents, family members, and local residents who have direct or indirect relationship with the teaching and learning process.

Education is a shared responsibility among schools, parents and the community; thus schools, parents and the community have reciprocal responsibilities to create better teaching and learning environment and enhance academic quality. All the units of the community should work collaboratively for effective and efficient functioning of the education system, success of schools and individual students. Despite this, the participants of this research indicated that the parents and the community members in the Nepalese schools have limited influence on the enhancement of ELT quality. The participants were more particular to the unenthusiastic nature of the community members to create better academic environments for learners both in schools and at homes. Limited community and parents' involvement in the development of the education was identified as one of the major factors for the underperformance of the Nepalese schools. Moreover, parents' personal backgrounds like economic status and level of education were also reported as other influential factors that have an influence on the quality of teaching and learning.

9.1 Community Involvement

The participants of this research revealed contrasting ideas regarding parents and community involvement for the functioning of schools and relation with the teachers. The participants from the government aided and the public schools believed that they hardly receive proper support and feedback. They also reported that schools, parents and the community members lack mutual collaboration to enhance the teaching and learning process. In contrast, the participants from the private schools described the dynamic role of the community members and the parents as one of the contributing factors to help them outperform government aided and public schools.

From the conversation with the participating teachers from the government aided and public schools, there was an indication that parents hardly visit the schools to discuss academic matters about their children. The participants also stated that some of the schools in Nepal have provisions to assist parents in supporting their children to learn in a positive and meaning way. Despite this, most of the parents never come to school to communicate with teachers even though they are formally invited. Some participants stated:

Hardly two percentages of parents regularly visit the school and meet teachers to discuss about their children performance, issues at home and possibilities of improving child learning. We frequently send letters requesting them to participate in meetings; however most of them do not show up. IP1

Involvement, supervision and feedback from the community members and parents could have immensely helped to improve schools' academic environment; yet we (schools and teachers) are struggling to establish healthy relationship with the wider community and parents. IP2

On the whole, the participants wished for regular consultation, feedback and supervision from parents and the wider community to enhance their academic performance and maximise learning outcomes. Parents, family and the community involvement in the education significantly correlate with higher academic performance, improved school behaviour, children motivation and school improvement (Roekel, 2008; Topor et al., 2010).

Similarly, collaborative work among schools, parents, families and the community enhance teaching and learning, whereby students tend to earn higher grades, attend school more regularly and stay in school longer (Roekel, 2008). Studies also indicated that parents, family and community involvement in school is helpful to reduce behavioural issues (Sheldon & Epstein, 2002) and increase attendance among the learners (Epstein & Sheldon, 2002; Sheldon & Epstein, 2004). This indicated that parents, family and the community involvement have a positive influence on students' academic performance.

The participants mentioned several benefits of the involvement of parents and the wider community in school. Parents and the community members can contribute to the development of infrastructure and resources of the schools. Similarly, they can also regularly supervise the performance of the schools and the teachers to reduce unaccountability. In the same way, teachers can gain a lot of valuable insights and knowledge from knowledgeable parents, family members and the wider community which can be constructive for their professional development. Lastly, teacher-parent collaboration can also be useful for teachers' understanding of the learners. This will also assist teachers and parents to communicate and discuss the progress, challenges and needs of learners.

9.1.1 Community Involvement for Infrastructure Development

The participants of this research revealed that the government aided and public schools of Nepal have not benefited from the wider community in terms of infrastructure development and resourcing. There is reportedly some evidences of community-initiated fund raising programmes to financially support schools; however, these efforts were believed to be not substantial. From the school managing point of view, schools in Nepal are in the hands of the community. Hence, the participating teachers felt that the community members have

additional responsibilities to improve teaching and learning environment and the physical infrastructure. One of the participants reported:

I believe that the wider community should be responsible to improve physical infrastructure in the school as schools have been handed to the community; however what I have noticed that the community members are more dependent on the government. They believe that the government is liable, not the community. IP10

Referring to the low economic status of the Nepalese community, one of the participants stated that if the community members cannot assist schools financially, they can contribute in other ways, such as locally available resources, materials and labour. He stated:

The community members can contribute to the schools in the form of materials (e.g. books for library, kits for children play), physical labour during the construction of the school and locally available materials useful for teaching. What I have experienced is that there are handful people willing to contribute, while most of them are reluctant. IP7

The participants' desire for support from the community to enhance teaching and learning quality resonates with the contemporary literature. Participation of the wider community is recognised as an important aspect for effectively and efficiently utilising limited resources available to provide quality education (Pailwar & Mahajan, 2005; Uemura, 1999). Similarly, Uemura (1999) also stated that the community members can contribute with teaching materials that are locally available and more familiar to the learners which can contribute to more effective learning. There was a common consensus among the participants on community participation in the schools' functioning and development to enhance their sense of ownership and belongingness to the schools. This will ensure sustainable development of the school resources and infrastructure (Pailwar & Mahajan, 2005; Wedam, Quansah & Debrah, 2015). Thus, it is important that the wider community places efforts to improve the physical environment of the schools.

9.1.2 Community Involvement for Supervision and Monitoring

Parents and the community members' active role as a supervisor, guide and guardian of the school was desired by the participants. Although the capacity of parents and the community members to guide and supervise the teaching staff is questionable, the participants felt that community involvement will increase accountability, regularity and work ethics among the learners and the teachers. Hence, collaboration among the teachers, parents and the community is desired. Even though some of the participants expressed that the frequent interferences from the community members can distress teachers, most of them highlighted the importance of community involvement to uplift the quality of education. They believed that with the lack of regular supervision from the government agencies (See section 8.3.2), teachers are losing work ethics and accountability. Thus, regular supervision from the community was also desired by the participants. One of the participants expressed:

The government agencies failing to supervise schools properly have increased unaccountability among the teachers. Teachers have started focusing more on political activities, private tuitions and household works. Hence, I believe community supervision is must in the Nepalese schools. IP13

The participants' perspective on regular parents and the community involvement to enhance educational quality resonates with literature. Routine community governance and regular parents' meeting and reporting system on student progress can be useful in developing accountability among the teachers (Rugh & Bossert, 1998; Uemura, 1999). In the unaccountable instances where teacher absenteeism and poor performance are critical issues, parents and the community supervision and monitoring system can be productive in ensuring that teachers arrive at classrooms on-time and perform effectively in the classrooms (Uemura, 1999). The participants believed that parents, parents-teacher associations and SMCs should shoulder the responsibility to regularly supervise and monitor the schools which will enhance the quality of teaching and learning.

9.1.3 Community Involvement for Teachers' Professional Development

The participants of this research believed that regular interactions with the wider community and parents can be productive for their ongoing learning. Routine meetings with knowledgeable community members and parents can enhance teachers' knowledge and perceptions of teaching. Similarly, teachers can incorporate skills and knowledge gained from the wider community and parents into their curriculum which can make their teaching more meaningful. Similarly, communities and parents can support teachers with technology and assist in problem solving. Despite several benefits, the participants reported that they lacked opportunities to learn from the wider community and the parents. Hence, they desired a well-established system of community, parents and teachers collaboration. One of the participants from Kathmandu stated:

I believe we teachers can learn a lot of valuable insights from the wider community and parents which can assist them in teaching. Despite this, our schools have poor network with the community and parents. In the same way, local community and parents lack enthusiasm to support teachers and the school. I understand that the community members and parents have their own ongoing problems, still they can support teachers and the school on some occasions if not regularly. IP14

Given the fact that the participants valued teacher, parents and community interactions for teachers' professional development, they expressed their unhappiness on limited support and feedback. Highlighting the importance of parents and the community contribution on teachers' professional development, Uemura (1999) reported that knowledgeable community members can assist teachers and students to comprehend difficult concepts using locally available resources. The wider community can also assist teachers in problem solving and support with resources and teaching materials (Rugh & Bossert, 1998). Parental involvement in education and their positive attitude towards teachers enhances teachers' sense of efficacy (Hoover-Dempsey, Bassler & Brissie, 1987; Raddysh, 1992).

Hence, the participating teachers believed that the schools and parents and the wider community should initiate a practice of mutual collaboration to enhance the quality of teaching and learning.

9.1.4 Parents and Family Involvement to Enhance Teacher-Student Relationship

During the interviews, the participant indicated that frequent meetings with parents and the community would enhance teacher-student relationship. Regular consultations with the parents and the wider community can be beneficial to know the learners better. This will assist teachers' awareness of the learners' attitude toward learning, physical or psychological needs, and home environment. Teachers can use this information to address the learners' behavioural issues, such as failure to do homework properly, distressing behaviour, and irregular in the school. One of the participants reported:

Sometimes, I cannot understand issues and problems bothering my student. For this, I need to understand his/her home environment, physical or psychological problems. Hence, it is very important that I regularly contact parents or parents routinely contact teachers. IP5

Understanding the learners' culture, learning difficulties, interests, and social issues to facilitate them for improved learning were reported to be crucial by the participants. Felder and Brent (2005) ascertained that students have different levels of motivation, different attitudes toward learning, and different responses to specific classroom environments and instructional practices. Hence, it is of immense importance that teachers should understand learners' characteristics. The participants believed that parents and the family members are in the best position to inform them of learners' characteristics. Epstein (1995) expressed that parent-teacher communication is one of the six forms of parents' involvement in their children education. Communication includes school to home and home to school communication about school programmes and children progress. This communication assists

both teachers and parents to understand learners' attitudes and challenges in learning.

Teachers and the whole school can learn more about students' needs, issues and their home environment from teacher-parents communication. The participants sharing seemed to indicate that if learners start believing that teachers understand their problems, this will have a positive impact on teacher-student relationships.

9.2 Parents' Personal Background

The participants of this research believed that the personal background of the parents has an influence on the quality of their children's education. From the conversation with the participants, it was evident that parents' economic status and level of education can strongly affect the education of their children. Parents' socio-economic status can determine access to the education for their children. The participants believed that economy and education are interrelated. Parents from sound economic background can provide the best education to their children in expensive private school; whereas, parents from low socio-economic background cannot send their children even to the schools. On the other hand, the participants regarded that educated parents can efficiently contribute in their children's' learning. Compared to less or uneducated parents, educated parents place high importance to education, assist their children in problem solving and create academic environment. Hence, parents' socio-economic status and education were regarded as influencing factors in their children education.

9.2.1 Parents' Socio-economic Status

From the view of the participants, there was an indication that parents' socio-economic status is highly related with the quality of education their children receive. These participants reported that high quality English language education in Nepal is only within the

reach of elite people. Children from rich families study in the best private schools available in the country whereas children of underprivileged and marginalised people cannot attend private schools as they cannot afford the expenses of the private schools. Hence, the economic disparity among the Nepalese socio-economic groups has been one of the reasons for the differences in the quality of education received by children. Some participants from Kathmandu and Chitwan stated:

Rich people can afford to send their children to the best private schools. They can support their children with resources and materials. If their children are still underperforming, they can hire private tutors and coaching. In contrast, children from low socio-economic background are dependent on the education they receive in the public schools. Neither their parents can support them with resources nor with private tutors. Thus, money equals to the quality of education. IP11

English language education in Nepal is still within the reach of elites. Parents from low socio-economic background cannot afford English education to their children. Though some of the government aided and public schools are providing quality English language education, they charge money from parents to support these programmes which all parents cannot afford. IP12

The view of the participants that the parents' economic status has an effect on children's educational attainment is strongly supported by the literature (Bukodi & Goldthorpe, 2012; Considine & Zappala, 2002; McLoyd, 1989). According to Pittigrew (2009), the low socio-economic status of parents negatively influences children's school readiness, academic achievement test scores, overall school success, and parental involvement. Parents from the higher socio-economic background can send their children to day-care prior to school enrolment, and support them with technology and resources (Pittigrew, 2009); whereas children from low socio-economic background lack these opportunities. The participants also believed that parents and families from the low socio-economic background are lesser involved in their children's learning and school supervision. Moreover, children from low socio-economic background have to support their family with household work and in some cases income generating works too. For these reasons, socio-

economic status is a determining factor to access to quality English language education in Nepal.

9.2.1.1 Less Involvement in Children Learning and School

Supervision

The participants of this research indicated that parents and families from the low socio-economic background do not manage to support and supervise their children properly to attain quality education. These parents have ongoing problems for survival, have to do physical work for their livelihood and work longer hours. Hence, they can hardly spare time to interact with their children, assist them in problem solving and guide them to attain quality education. There was a general agreement among the participants that parents from the low socio-economic background do not visit school to monitor the children's progress and to supervise the performance of the school and teachers. Almost all the participants from the government aided schools acknowledged that hardly two percentage of the parents visit schools to monitor the progress of their children. These parents do not visit schools even invited. It is obvious that these parents have to spare most of their daily times in income generating work, resulting in limited time and chances to supervise the performance of their children and the school. Some participants described this situation as:

Parent from low socio-economic background have to struggle for their survival, hence their priority will be meeting the daily needs, not quality education for their children. They spend most of their times to earn their living, hence they do not have sufficient time or in some cases they are not capable to support and guide their children to attain quality education. These parents believe that sending their children to school is their only responsibility and the rest of the responsibilities should be shouldered by the school and teachers. IP9

Parents from low socio-economic background have less interaction with teachers and the school regarding their children performance. They hardly visit school to enquire about their children progress. IP14

The participants believed that parents from sound economic background are more concerned about their children progress, consult with the teachers and the school regularly and monitor and guide their children effectively. Richer parents can provide better teaching and learning environment for their children (Chevalier, Harmon, Sullivan & Walker, 2013); while parents with lower socio-economic background have to work longer hours to offset their poor income which constraints them to get more involved in their children learning process (Gratz & Kurth-Schai, 2006). Hence, parental involvement is lower in low socio-economic communities than their higher socio-economic counterparts (Abrams & Gibbs, 2002; Epstein, 1995). The participants also expressed that children whose parents frequently involve in monitoring their children performance receive more attention from teachers as teachers are more aware of their needs. According to Chavkin and Williams Jr (1989), middle and upper-income parents usually have easy access to teachers through formal or informal networks; whereas parents from low socio-economic background are more reluctant, unwilling or unable to get involved in teacher-parents relation and monitoring their children progress (McLaughlin & Shields, 1987). This has resulted in children of uninvolved parents often experiencing fewer academic benefits compared to the children of frequently involving parents (Smith, 2006).

9.2.1.2 Parents' Socio-economic Status and Child Labour

The participants reported that school-aged children from low socio-economic background as well as marginalised, disadvantaged and indigenous communities in Nepal have to support their parents. It is widely noticed that student living in poverty should shoulder responsibilities from their parents and most likely to start working at an early age. These children in some cases have to support their parents with income generating work and manage their studies too. Even if they are not capable to do income generating work, they

have to assist in household work like cooking daily meals, taking care of their younger ones, looking after cattle and even supporting in farming. The interview revealed that many of the school going children from low socio-economic background in the developed cities are domestic workers to support their studies and parents; while others work as daily wage workers in construction sites, factories and restaurants. Similarly, the participants from Surkhet and Dailekh stated that school going children in rural areas have to do seasonal work in the farm. The participants also believed that these working students in most occasions are underprepared, do not do their homework regularly, underperform and are less interested in studying.

Many of the students in this Kathmandu valley are domestic, construction, factories and restaurants workers to financially support their parents. What I have noticed that these students are physically exhausted even before they come to the school; hence they have poor concentration in teaching and learning. Similarly, they cannot manage time to do homework and are underprepared as well. IP14

School going children in rural areas like Surkhet and Dailekh are found to be engaged in daily wage labour like farming and construction works. Students are prioritising income generating work then coming to the school. This has significantly affected teaching and learning process. IP15

The participants viewed that the low socio-economic status of parents has elevated child labour in Nepal. Financial limitations within the family have forced school-aged children to be engaged in income generating work. This Nepalese scenario is similar to the context in other developing countries too. In a study of child labour among school children in Nigeria, Fetuga, Njokama and Olowa (2005) found that children of parents with low socio-economic status were significantly involved in labour activities. Similar results were found in different developing countries like Tanzania (Hamad, 2013), India (Barman, 2011), Pakistan (Rashid, Abbasi, Farid & Manzoor, 2015), and Jordon (Hawamdeh & Spencer, 2001), which indicated on reciprocal relationship between socio-economic background and increased child labour. Increasing child labour is not fostering school going culture among the Nepalese school-going children. Although it is near impossible to abolish child labour among low

socio-economic households, the participants suggested that the government of Nepal could identify needy school going children and support them to minimize the child labour. The government support for poor school children in the form of schooling, health care and other human capital inputs can be beneficial in improving their life chances (Mayer, 2010). Despite the fact that the government of Nepal have initiated support programmes for school going children in the form of day meals, household goods, bicycles and so on, the participants desired that these programmes should reach the needy students to bring them back to school.

9.2.1.3 Parents' Socio-economic Status and School Absenteeism and Dropout

Socio-economic status of parents was identified as one of the key determinants of school absenteeism and dropout among the school going children. The relation between parents' socio-economic status and child labour has been discussed in the previous part. School going children from the financially disadvantaged communities have to support their family; hence they have to start working from an early age. The participants believed that working children on most occasions remain absent for a long time or do not continue their schooling. The participants of the government aided schools from Surkhet and Dailekh stated that school aged children leave school for work.

Every year, almost 50% of the students do not attend school during planting and harvesting seasons which lasts almost for two months. IP10

School aged children move to develop cites of Nepal and even to the neighbouring country 'India' in search of job. Their financial conditions limit them for further study. Similarly, parents of these children also encourage them to be engaged in income generating works. IP6

Another reason school dropout and absenteeism due to economy as reported by the participating teachers was poor parental supervision. Parents with low socio-economic condition struggle to meet their daily needs; hence they cannot supervise their children

properly. The participants believed that children have developed a 'care free' attitude given the lack of proper parental supervision. Those students who are not properly supervised by their parents at home and who do not have their learning progress monitored are most likely to bunk school and remain absent. A participant from Kathmandu described this scenario as:

Instead of going to the school; I have frequently noticed that some of the students go for movies, use drugs and wander around the town during the school hour and the sad part is that their parents never know these activities. Particularly, students who are not properly supervised at home are most of the times aggressive, difficult to manage and even use rough words (IP4).

The participants of this research linked economy with school dropout and absenteeism, which have been observed by other researchers too. Research findings have frequently indicated that the socioeconomic status of parents, usually measured by parental income and education, is a powerful predictor of school achievement and dropout behaviour (Cairns, Cairns & Neckerman, 1989; Rumberger, 1995; Rumberger & Larson, 1998; Mayer, 2010) and school absenteeism (Zhang, 2003). Hence, economic disparities have become one of the significant challenges for Nepalese people in the access of quality English language education. Similarly, success and continuity of education is also reliant on the socio-economic status.

9.2.2 Parents' Education Background

Parents' education background and its effect on children education was frequently cited by the participants of this research. The participants believed that educated parents place a high importance on education and encourage their children to perform better. Similarly, educated parents can assist their children in problem solving, guide and supervise their children's performance regularly, aim in creating favourable learning environment at home, and supply educational materials, technology and resources to facilitate learning. In contrast, the participants illustrated that parents with limited/low educational background do not give

high importance to education and less involve with their children. Response from the participants indicated that educated parents tend to have better relation with the school and teachers compared to the less educated parents. This point is illustrated by the following typical comments of some participants from Chitwan and Kathmandu.

Educated parents regularly visit school to monitor the progress of their children. Similarly, children of educated parents are well behaved, better prepared with their homework, regular in school and perform better in tests. IP13

Educated parents not only support their children in learning but involve with teachers and school for mutual benefits. I have personally learnt a lot from the educated parents. IP1

The participants also reported that parents' level of education determines the educational opportunities and exposure they provide to their children. Less educated parents do not give much importance to English language education for their children; while educated parents try their best to provide quality English language education for their children. A participant from Surkhet stated:

Educated parents send their children to the private schools even though they cannot afford it. They have an internal desire that their children should not be deprived of quality education. Educated parents support and facilitate English language learning of their children which is not a case among uneducated parents. IP6

Positive relations between parents' education level and its influence on children educational attainment has been established (Davis-Kean, 2005; Dubow, Boxer & Huesmann, 2009; Gartz & Kurth-Schai, 2006). Educated parents tend to be involved in their children education; therefore, they conduct more activities at home, assist their children in completing homework and create a positive learning environment (Dauber & Epstein, 1993). The participants also expressed that educated parents set high expectations for their children and support them to meet those expectations. Dubow, Boxer and Huesmann (2009) found higher levels of parental education could lead to higher levels of optimistic educational aspirations and attainment on adolescence. Parents have the biggest influence on their children; hence educated parents influence the social learning process of their children (Gratz & Kurth-Schai,

2006). Moreover, educated parents ensure that their children receive proper educational opportunities; hence they expose their children to those opportunities (Furstenberg et al., 1999, cited in Eccles & Davis-Kean, 2005). Another prominent explanation on benefits of educated parents on children education is that educated parents understand the pressures and stresses of school and are more equipped to handle them with their children when they go through it (Gratz & Kurth-Schai, 2006). Emphasising the importance of parents' education on their children learning, the participants expressed that educated parents tend to have the necessary knowledge, skills and experiences to support their children learning, thus parental education and children learning are interrelated.

9.3 Conclusion

This chapter revealed community level issues and challenges that have limited not only ELT but the whole education system in Nepal. Firstly, limited involvement of the wider community and parents was recognised as an influencing factor in providing the quality English language education. Educated parents tend to have high expectations for their children and nurture them to perform better. Similarly, educated parents are more likely to understand the needs of their children, engage more with them and support them in learning. Therefore, the participants sought for increased community and the parents' involvement in their children education. For this, parents and the wider community were suggested to monitor and supervise the performance of the school and children. Frequent visits of parents and the wider community were desired to foster strong home-school relationship. Similarly, community involvement can reduce unaccountability and absenteeism among the teacher. Moreover, community can support school with resources and infrastructure to improve teaching and learning in schools.

Secondly, connection between family socioeconomic status and the quality of education they can provide to their children was emphasised. Parents from low socioeconomic background were reported to be less engaged in their children education. These parents have ongoing problem of day to day survival; as a result, they cannot spare enough time, resources and teaching materials for their children. Moreover, parental economy was regarded as one of the determining factors for increasing child labour, school dropout and absenteeism in Nepal. Although the parents from low socio-economic background give importance to education, in many instances, their priority is survival. Hence, school going children have to work for money, increasing school dropout and absenteeism.

Chapter Ten:

Political Interference

10.0 Introduction

This chapter discusses the impact of political interference on ELT quality in Nepal. The participants of this research revealed several forms of political interferences on the education system which seem to have had an effect on teaching and learning process. Similarly, these participants also acknowledged that political interferences have made teaching more challenging and it has also limited their academic freedom.

Nepal has a long history of political interference in the education system. Educational institutions and students have always supported as political agents for different revolution and democratic reformations of Nepal. Similarly, educational institutions and students have been frequently used by the government and rebellion parties in different insurgencies of Nepal (Pherali, 2012). Not only during the insurgencies, political parties and their different sister organisations and wings have regularly used educational institutions and students either by mutual consent or forcefully for their ideological expansion, strengthening power, promoting party cadre and establishing political capability. Thus, political interference has been one of the major concerns in the Nepalese education system. This interference goes right up to the classroom level which has an impact on smooth functioning of schools as well as decision making (Joshi, 2014). Hence, the political interference has become counterproductive in the development of the education system of Nepal.

Even though leading political parties of Nepal have signed different agreements to treat educational institutions as a peace zone and not to enforce interference to meet political

objectives, leaders and cadres of those political parties lack commitment to stand on their agreements. According to Pherali (2012), all educational stakeholders including district education officers, head teachers, teachers and members of SMC are affiliated with certain political parties. Therefore, they have their own political and economic interests in education which included educational management and bureaucracy, teacher recruitment and redeployment, transfers of teachers and even district education officers, school upgrades, and elections of the SMC (Pherali, 2012). Hence, educational institutions have become political centres where party leaders and cadres exercise their political power to meet their political objectives.

The participants of this research mentioned that Nepalese education system has suffered a lot from regular political interferences. They also revealed that political interferences have significantly impeded the teaching and learning process. Basically, the participants expressed their unhappiness on frequently announced strikes (known as Banda) by different political parties which they believed to have hindered the smooth functioning of the school. In the same way, they also raised questions on the political interference on the formation of the SMC, teachers' recruitment, promotion and transfer and teachers themselves being involved in different political parties. Political factors affecting education have been displayed in Figure 10.1.

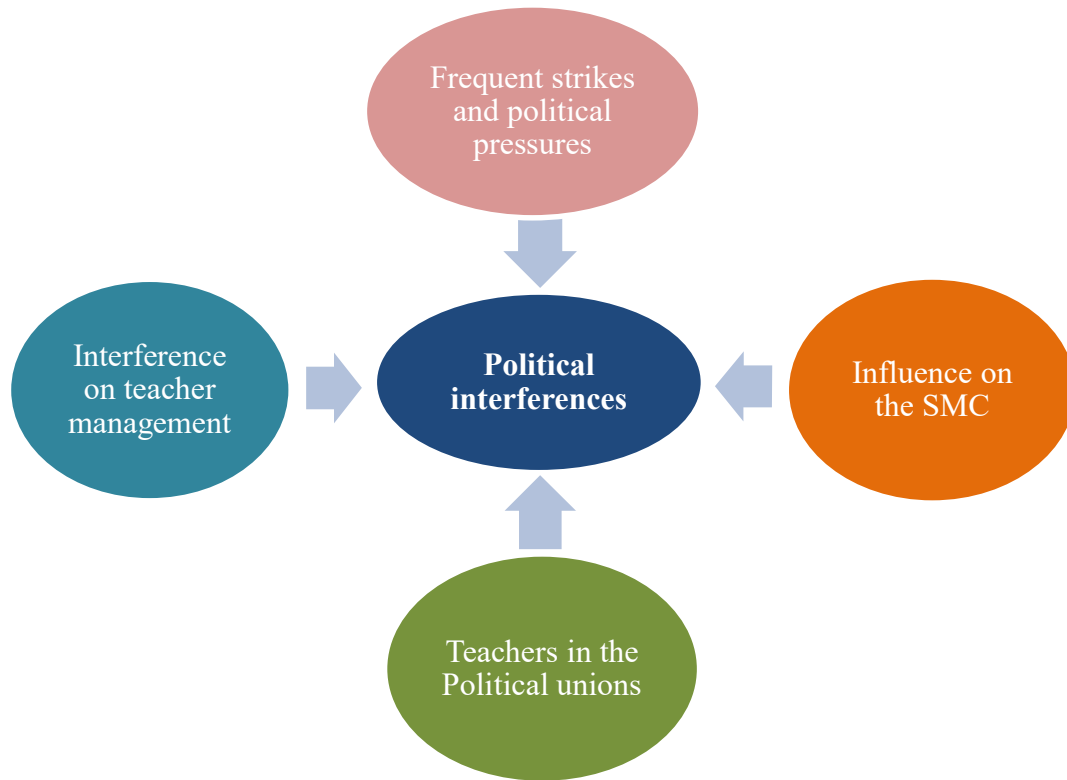


Figure 10.1: Factors affecting ELT due to the political interferences.

10.1 Frequent Strikes and Political Pressures

Announcing strikes in Nepal has become a trend of protest. Most of the times, these strikes are organised by the political parties and their wings to meet political objectives. Not only the means of transports, businesses and schools, even cities and the whole country remained close during the strikes. According to Shrestha and Chaudhary (2013), this form of remonstrance has increased in recent years which are particularly organised by major political parties and their affiliates, ethnic groups, journalists, and even teachers and security forces. The commonly practiced strikes in Nepal are nationwide, regional, and city strikes, whose length and severity depends on the motive and demand of the strike (Shrestha & Chaudhary, 2013). Mostly, such strikes are organised for one or two days; however, Nepal

has even suffered a week or longer strikes in some occasions. The prolonged political instability in the country is a major cause for such frequent general strikes in Nepal.

10.1.1 Impacts of Frequent Strikes

The participants of this research expressed their disappointment on the political pressure they frequently receive from the different political parties, claiming that they have to forcefully close the school and stop the teaching and learning activities during the strikes. These participants admitted that frequent strikes have negatively impacted the teaching and learning activities in the educational institutions of Nepal. Similarly, from the participants' point of view, political parties use students in the different political programmes just for mass gathering. Even when the students are unaware of political ideologies, they have been constantly are used in political rallies and protests. The participants also expressed that frequent strikes affect teachers' annual plans for teaching and they have to struggle to meet the deadlines for completing academic courses, exams and assessments. Some typical comments from the participants can be found below:

Losing academic days to the strikes, rallies and protests makes it difficult to complete the curriculum and course book on time and I have to struggle to complete it at the end of the academic year. IP2

Academic courses, exams and extra-curricular activities are designed depending on the annual academic days. I have always found it difficult to complete the assigned teaching duties because we lose significant number of academic days for strikes. IP14

The participants also described that aggressive political cadres have significantly damaged school properties and threatened teachers and students. They labelled these behaviour as 'disgraceful' and desired for alternatives for strikes to meet political objectives. One of the participants from Kathmandu expressed his feelings about the regular strikes in Nepal:

Strikes are inevitable in Nepal and it is an irony that educational institutions, teachers and students are easy targets. There are several evidences that schools and its

properties are damaged by the strikers where schools buses and vans are brunt and teachers and students are injured. This is utterly disgraceful and unacceptable. There is no doubt that strikes are not beneficial for the education system and time has come to find alternatives of these strikes and bandas. IP1

The participants also expressed unhappiness that even teachers and their political unions announce strikes for the fulfilment of their demands like salary increment, permanent position and other benefits and these strikes are politically influenced. Although political parties of Nepal have signed agreements to declare schools as a peace zone and not to interfere in smooth functioning of the schools, Shrestha and Chaudhary (2013) stated, “...this agreement did not work longer and the general strike culture resumed on issues of ‘land reforms’, ‘government formation’, ‘civilian supremacy’ and so on” (p. 5). These strikes are so frequent that 4451 strikes were reported during the period of 2008 to 2013 in which smooth functioning of the educational institutions, transport, business and the whole nation was interrupted (Shrestha & Chaudhary, 2013). Hence, it is apparent that the education system in Nepal is impeded by regular strikes and unstable political situation.

According to the participants, teaching in politically pressurised context is difficult and stressful. In addition, the participants reported frequent threats and violence from the political parties. Threats of violence and personal safety can be one of the workplace stressors (Bickford, 2005), which can significantly affect teacher performance. Moreover, difficult working contexts have consequences on teachers’ motivation and efficacy in teaching as well. Literature indicated that teacher motivation (Dörnyei, 2001) and sense of efficacy (Tschannen-Moran & Hoy, 2001) are influenced by the context they are teaching which can limit teachers to perform effectively.

10.1.2 Impacts of Political Pressures

Forcefully asking for donations for the programmes of different political parties was also revealed by the participants as another form of political interference. The participants

explained that political parties and their student unions demand donations from the schools, teachers and even from the students to support the programmes of their parties. One of the participants from Kathmandu stated:

When someone asks financial contribution from my side to support the programme of their party, I cannot say no because I fear of their political connection. In reality, I don't wish to contribute as I earn my salary with hard effort. (IP11)

The participants expressed that there are still a number of rebellion parties active in Nepal and the private schools are an easy target to ask for funding to support their political activities. A participating teacher from Chitwan explained:

Rebellion parties and even parties in the government and opposition see private schools as a business house making easy money. Hence, private schools are frequently targeted for financial contribution. IP13

This finding seems to reflect a common trend in targeting schools and teachers for financial contribution in Nepal. The Rising Nepal, Daily Newspaper reported, "...there are a few political parties that often target the private schools, sometimes padlocking them and at other times engaging in extortion" ("For Politics-Free Education Sector," n.d.).

The private school participants also raised concerns over the activities of student unions of different political parties. These student unions announce several strikes and even close the schools temporarily if private schools desire to increase fees for schooling. A participant from Kathmandu explained:

Student unions are the most aggressive towards private schools. Even the private schools increase fees and charges for schooling in consultation with PABSON and parents, these student unions oppose it for no reason. They threat school owners, Principals and teachers to reduce the fees, in some instances they disturb teaching learning environment and close schools temporarily. IP11

The participants suggested that people in Nepal should find the alternative of strikes and political pressure to express their disagreement and protest. In the same way, smooth functioning of educational institutions should not be interfered for any reasons. The participating teachers of this research also admitted that continuous intervention on the

educational system by the political parties has an obvious impact teaching and learning process resulting on the poor performance of teachers and students both.

10.2 Influence on the School Management Committee

In line with the decentralisation management practice, the government of Nepal decided to transfer the school management authority to the community in 2002. The participants believed that the decentralisation management practice seemed to have failed as it fuelled the political parties of Nepal to compete to gain authority over the educational institutions. Similarly, this became a prospect to use educational institutions for political gain which would automatically provide them with opportunities to enforce their political interest in decision making, use the school budget and resources as per their wish as well as recruiting the teachers of their best interest.

The participants of this research revealed that political interference in the formation of the SMC and politically appointed SMC are damaging the value of educational institutions in Nepal. They blamed these politically appointed SMC members being corrupted and promoting favouritism in the school. One of the participants from Kathmandu described this scenario:

School has become the place to display political power which is very unjustifiable. It is widely noticed that SMC members have appointed either family members or their party cadres even though they are less deserving. Similarly, SMC members are even found misusing the school budget for their personal benefit. People want to join SMC not for the social service, rather to achieve their personal interest. Otherwise, I ask you a question, “Why someone is in the SMC of our school even though his children don’t study in this school?” IP4

The findings on political interferences elevating political activities in the education institutions are consistent with the findings of Dharel, Dangol, Rai, and Maharjan (2013). They reported that the politically appointed SMC were found using schools for political activities to demonstrate and maintain political power, misusing resources, promoting

nepotism and favouritism for their own political affiliates and indoctrinating students with their ideologies.

The participants of this research also disclosed that political interference has created unhealthy working environment in the schools. They blamed politically appointed SMC for not supporting teachers having different political ideology. Issues like ‘Groupism’ (teachers with similar political ideology making a group and avoiding other teachers) and uncooperative attitude were also detailed. The participants also stated that educational institutions in Nepal have a mirror image of the political parties. Some participants stated:

I asked for transfer from one of the schools because I found it difficult to work in that school. I felt that schools leaders and senior teachers were not supporting me because of my political ideology. IP11

It is very unfortunate that schools and colleges in Nepal are known by the name of the political parties. It is openly claimed that this school has dominance of Communist Party of Nepal (UML), and that school has the dominance of Nepali Congress Party or Communist Party of Nepal (Maoist-Centre). Teachers with different political ideology will definitely find it challenging to work in those schools due to their political belief. IP7

Occupying the position in the SMC has probably become the matter of pride among the political parties of Nepal. Hence, it is reported that the election of the SMC are held in a competitive way where candidates excessively spend money to ensure their win (Joshi, 2014). In the same way, there are several conflicts among the political parties reported where people were seriously injured or even killed during the election process of SMC. According to a The Himalayan Times of Nepal, two people were injured when there was gun fired during the process of SMC election in Rautahat district (Jha, 2016). In the same way, two people were killed due a political conflict during the process of the SMC election (Jha, 2015). These are few representative incidents only.

The participants described that occupying positions in the SMC would provide opportunities to exercise authority to use funds, appoint teachers of their best interest and dismiss or transfer teachers who they don’t prefer. Therefore, political parties of Nepal have

focused their attention to occupy position in the SMC. Not only the SMC, even Parents Teachers Associations are politically selected. This indicated that political parties of Nepal desire to interfere in each and every aspect of the education system. The participants stated that the political interference in the SMC is ruining teaching and learning environment in the educational institutions of Nepal. These politically formed SMC interferences have negative effects in the governance of the school. The participants also explained that politically formed SMCs concentrate more on administrative works than improving academic environment in the school. Similarly, politically nominated or elected SMC members were blamed for not being accountable in the overall development of the school and teachers.

10.3 Interference on Teacher Management

Another form of the political interference in the education system of Nepal is widely noticed on the teacher management. The seventh amendment of Education Act had a provision of recruiting temporary and others teachers through SMC (SMAERCC, 2012) which provided opportunities for the politically appointed SMC and the political parties to manipulate this act on their favour. The participants reported that the politically influenced SMCs are found interfering in teacher recruitment, promotion and transfer. It has been reported that the political parties have recruited their family members, party cadres and their well-wishers even though they are less deserving. As educational institutions are one of the productive fields for political backing, it seems that the political parties of Nepal have no intention of freeing these institutions from the political interferences. One of the participants from Chitwan reflected this scenario:

Almost all the political parties in Nepal have their hidden interest to function from the schools for their ideological expansion; therefore they need to appoint the teachers loyal to their party. With the help of loyal party cadres in the school, they can use the school management, teachers and even students according to their wish. Basically, they frequently use schools (teaching and non-teaching staff and students) for mass

gathering for rally and protest to display their power. For this reason; political parties of Nepal intervene to recruit teaching and even non-teaching staff of their political party. IP5

Consistent with the view of the participants in this study, Dharel et al. (2013) reported that political interferences in the schools of Nepal are wide-spread. Political cadres, family members and relatives are recruited, nominated for promotion and awarded even though they are less deserving. These interferences in the education system is not fostering productive teaching and learning environment which has significantly affected teachers' and students' performance.

The participants also emphasised the difficulties experienced by the teachers with different political ideology in the school due to these interventions. From their sharing, political interventions have created political panelling among the teachers and students in the school. Also teacher unions have created a division among the teachers on the basis of their loyalty to the political parties. This has led to unhealthy working environment which has resulted in uncooperative attitude among the teachers. Teachers with dissimilar political ideology either request for transfer or school creates such environment they are compelled to take transfer. One of the participants shared that he transferred from one of the schools only because he felt dominated and unsupported by the SMC and senior teachers because of his political belief. One of the participants from Kathmandu shared his experience:

I requested for a transfer from one of the schools I was working because I was not receiving proper support and cooperation from colleagues and school leaders. I found it difficult to survive in that school just because of my political ideology. IP14

It was frequently reported in the interview that the political parties attempt to recruit teaching and non-teaching staff to establish an authority in the school and display power. For this, political parties pressurise SMC and even district education officers to retain, promote and award teachers of their interest. One of the participants from Kathmandu stated:

Our education system lacks fair treatments among teachers. It is very heartbreaking and discouraging that less deserving teachers are receiving promotion due to their

political connections. It is even that teachers receive national level teaching awards because of their political link. IP4

The intervention of the political parties on the decision making level has compounded this issue. The political interference is not limited to the school level only, according to Joshi (2014) even district education officers have to face threats from political parties as politicians try to intervene in district decision-making and planning. In the same way, The Rising Nepal Daily Newspaper disclosed that politically motivated head teachers even dared not to appoint the permanent teachers recommended by the TSC if they belonged to an opponent party (“For Politics-Free Education Sector,” n.d.). The newspaper also revealed an example of schools in Kathmandu that few Head-teachers refused to appoint new permanent teachers as the teacher did not belong to the party to which the headmasters were loyal. These excessive political interferences on the education system have negatively affected teachers’ perception about the teaching profession, negatively influenced the academic environment and performance of teachers and learners.

10.4 Teachers in the Political Unions

Almost every political party of Nepal has unions, affiliated wings and associations of teachers. The participants reported that teachers particularly in the government aided schools are active party cadres. They were criticised for actively participating in political activities than concentrating in teaching and learning processes. The participants of this research also identified that the engagement of teachers in the political activities is one of the reasons for the degraded education quality in the government aided schools. They were more critical on political leader teachers who prioritise party activities than school activities. One of the participants from Kathmandu explained:

There are two types of teachers working in Nepal. One, who work hard to justify their duty and next are those who are more engaged in their political activities. I work hard to improve teaching and learning process in the school; however some teachers are

receiving salary without working. It is often that we have to cover the classes missed by these teachers and never get acknowledged. This is genuinely discouraging and frustrating for a hardworking teacher like me. IP14

These kinds of political issues are not beneficial for keeping genuine teachers motivated in the profession. The participants of this research were thankful to those teachers who were making efforts to raise the standard of teaching and learning process; while other teachers were criticised for taking advantage of their political connections and violating professional ethics. The participants also stated that politically affiliated teachers are often unaccountable in the profession and have issues of regular absenteeism and commitment to improve teaching and learning activities. As teachers waste their time in political activities, academic performance has decreased considerably. Timsina (2008) cited in Parajuli and Das (2013) specified that highly politicised teaching force and influence of political parties have resulted in regular teachers' absenteeism and inefficacy as well as hindering the quality of teaching and learning process in the public schools.

Teachers in the political unions have reduced the control of the government over the schools and teachers. In the same way, it has also decreased the control of SMC and head-teacher over the teachers. DEO, SMC and Head-teachers are finding it difficult to take any actions against the underperforming, unaccountable and unethical teachers. One of the participants from Surkhet who is also the head-teacher of the school said that the political interference has weakened his school managing ability and control over teachers.

I am not able to direct teachers what to do in the school. Even if they are unaccountable, I have to be quiet because I fear of their political connection. If someone attempts to take actions against these teachers, their political union/mother party will come in front to save them. IP8

The participants' view on decreased academic quality because of teachers' involvement in the political unions is consistent with a report which stated that teachers associated with the unions of different political parties interrupt the academic environment of the schools under different pretexts ("For Politics-Free Education Sector," n.d.).

Involvement of the teachers in the political unions has considerably decreased the quality of the education. Particularly, teachers who are district or national level leaders have failed to impress with the academic quality. According to news report in a Nargarik News Daily Newspaper, SLC performance of the political leader teachers in Dadeldhura district of Nepal is appalling where only 2/3 students passed out of hundreds from different schools (Paneru, 2015). This indicated that the political leader teachers of Nepal are loyal to their party but not to the teaching profession.

Dherel et al. (2013) reported several other forms of political interferences in Nepal. They claim that the schools were used to conduct political programmes, wall-painting and political slogans writing inside the school premises as well as use of teachers and students in the political programmes during the school hours. In the same way, establishment of political child clubs, teachers and parents association were also reported.

The participants of this research also disclosed some of the positives of political interferences on the education system. They believed that the political interferences can enhance the school governance which automatically increases teachers' accountability and reduce absenteeism. They also shared that different forms of conflicts such as conflicts among the teachers, conflicts between teachers and SMC or head-teachers can be resolved by the interferences of local political parties. Nonetheless, political interests in the decision making of schools can restrict policy making, resulting in difficulties to determine cause of and remedy for problems (Visscher, 1996), and political interference in the educational institution destroys teachers' freedom and education quality (Siyum & Gebremedhin, 2015). In the same way, Lewis and Schnupp-Harris (2007) claimed that the principles of quality education are missing in the noisy political battles for the political benefits from the educational institutions. Hence, effective and quality of education is only possible if the stakeholders became free of from any political intervention (Siyum & Gebremedhin, 2015).

10.5 Conclusion

This chapter presented findings from the study which is related to different forms of political interferences in the Nepalese education system. It was found that political interferences in the education have direct or indirect linkage to the underperformance of teachers and students in the Nepalese schools.

Frequent strikes and political pressures from the different political parties have negatively influenced teachers' professional life, resulting in challenging working context. Moreover, losing academic days because of frequent strikes have challenged teaching and learning activities and teachers have to struggle to meet the deadlines for completing academic courses, exams and assessments. Similarly, unnecessary pressure from SMC and Head-teachers and political panelling among the teachers has resulted unsupportive school environment. In addition, teachers engaged in the different political unions were found lacking professional ethics, promoting political activities in the school and neglecting teaching and learning activities for political events. In the politically interfered Nepalese education context, teachers are facing different challenges which have limited effective teaching and learning process. The political interference is not effecting the ELT education only; rather it is one of the significant issues that have affected the whole education system resulting in low quality education.

Chapter Eleven:

Professional Identity and Status

11.0 Introduction

Teachers' sense of professional identity and status is related with their teaching behaviour, motivation and commitment in teaching. The participants frequently stated that the teaching in Nepal is no longer a noble profession. Hence, this chapter attempted to explore the participating teachers' perceptions of their identity and status. Findings revealed that Nepalese EFL teachers' sense of professional identity and status is low compared to other professions which have significant impact on their ELT practices.

Teachers' beliefs and perceptions about their personal, social and contextual experiences positively or negatively shape their identity and status. Hence, studying about teachers' professional identity and status should focus on these factors. The participants of this research revealed not very encouraging identity and status of the teachers in Nepal. There were several factors reported which impacted teachers' perceptions of their professional identity and status. These factors were categorised in to three different dimensions: personal, social and contextual. On the personal level, the teachers' behaviour inside and outside the school determined their identity and status. Behaviour inside the school such as unwillingness in improving teaching methodology, lack of accountability towards the learners and educational stakeholders were some of the issues identified by the participants. In the same way, the participants indicated that some of the teachers in Nepal are involved in socially unacceptable activities such as teachers marrying their own students, drinking alcohol, playing cards in public and teachers' active involvement in politics have influenced the

identity and status of the teaching profession. Similarly, on the social level, teaching profession ranked by the society and teachers viewed by the society (society includes policy makers, education stakeholders, public servants and other general public) as well teachers' image portrayed in the media unveiled teachers' identity and status. Lastly, contextual factors like salary, workload, job security, infrastructure and facilities and so on also have an impact on the teachers' professional identity and status which directly influences their teaching behaviors.

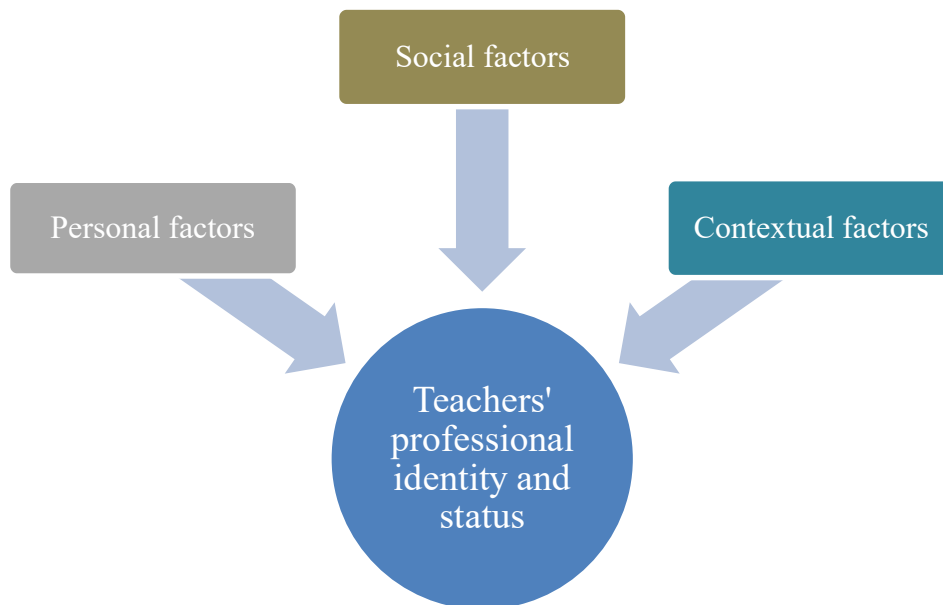


Figure 11.1: Factors affecting professional identity and status of Nepalese EFL teachers.

11.1 Impacts of Personal Factors

Personal attributes of teachers either inside the school or outside the school have an impact on their professional identity and status. The participants of this research categorised teachers as a public figure; hence whatever they do in their personal or professional life have a bearing on their identity and status. Therefore, it becomes important to explore teachers'

personal behaviour to ascertain factors that have an influence on their professional identity and status.

During the interview conversations, the participants of this research expressed that the teachers' personal behaviour both inside and outside the school were linked with their identity and status. Basically, reluctant attitude in teaching and unsatisfactory responsibilities towards learners and education stakeholders were considered as teachers' behaviour inside the school. In the same way, teachers' engagement in socially unacceptable activities outside the school also negatively influenced their identity and status.

11.1.1 Teachers' Behaviour Inside the School

Nepalese EFL teachers are blamed for frequently using traditional teaching approaches, maximum use of mother tongue in their ELT classes and teaching about the language not the language itself. The interview participants of this research indicated that teachers' unwillingness to learn and apply new approaches in teaching is one of the drawbacks of ELT in Nepal and this attitude of the teachers is not helping to uplift the professional identity and status of Nepalese teachers. Similarly, irregularity in the school, aggressive behaviour towards learners, unaccountable attitude were some of the role related behaviour identified that have an impact of teachers' identity and status. Some of the participants detailed:

Unaccountable teachers do not display positive images of teaching profession. Teachers who are active political cadres are the most unaccountable ones. Teachers' behaviour such as irregularity in the school, reluctant in teaching, poor performance in teaching do not portray a good image of a teacher and the teaching profession. IP5

School leaders, SMC, students and parents, in a sense, have an eye on teachers. Whatever we teachers do inside or outside the school decides how we are perceived by these people. The first thing is that we teachers need to justify our role as a teacher to enhance our identity. IP12

The interview participants stated that mostly permanent teachers in the government aided schools lack accountability towards learners and the education stakeholders. Irregular supervision from the government agencies (See section 8.3.2) and the community (See section 9.1.2); ‘who cares’ attitude has developed among these teachers. Personal issues among the teachers like absenteeism, punctuality, and poor relationship with learners and community members were also reported by the participants. The participants indicated that teachers’ inefficient role to perform their responsibilities is one of the factors affecting their identity and status. From the role identity theory point of view, Stets and Burk (2000) defined role identity as the efforts employed to fulfil the expectations of the role, coordinating and negotiating interaction with role partners, and manipulating the environment to control the resources for which the role has responsibility. The participants also revealed that higher student failure rates in English have increased doubts on teachers’ effectiveness to justify their role as a teacher. Individuals’ behaviour and attitudes to achieve goals and meet the expectations assumed to that role reflect their role identity (Burk & Stets, 2009). In the context of this research, the participants viewed that unaccountable and reluctant attitudes of teachers to accomplish their role is not promoting positive identity of the teaching profession.

11.1.2 Teachers’ Behaviour Outside the School

Teachers are the public figures; therefore, whatever they do in their personal life have an impact on their professional identity and status. The interview participants of this research reflected on some of the teachers’ behaviour which are professionally unethical; hence defaming teaching profession. The participants indicated that some of the teachers in Nepal are involved in socially unacceptable activities for instance drinking alcohol and playing cards in public which have an influence on the identity and status of the teaching profession. One participant from Dailekh reflected on this scenario:

I believe we teachers should maintain our lifestyle in a way that the public should admire us as a role model. In contrast, some of the teachers in this locality are found playing cards or drinking alcohol in public. Teachers also mess up with people after drinking. These behaviour are socially unacceptable in the Nepalese society; eventually it is understandable that the public will not regard teachers and the teaching profession positively. IP3

In the same way, the participants also shared their unhappiness that the whole teaching fraternity have to suffer due to disreputable activities of a number of teachers. A participant from Chitwan stated:

In the Nepalese context, it is very unethical among the teachers to involve in an affair with their students. In the same way, some teachers are found guilty of physically and sexually abusing students (particularly female students) and there are some instances that teachers have raped their own students. These behaviour from handful teachers in Nepal are sufficient to mark a question on teachers' professional identity. IP12

Moreover, the participants felt that the teachers should not be actively involved in the politics. The participants stated that the parents/community members and the teachers are bound to have different political ideologies which can be counterproductive for a sound relationship between the teachers and the community members. They also claimed that a teacher's identity should be as a teacher and not as a political cadre. Hence, facilitating learners should be the teacher's main responsibility rather than advocating as a political leader or a party cadre.

The participants expressed that teachers' behaviour decide how they are perceived by their colleagues, students and the community forming their social identity. Social identity theorist Tajfel and Turner (1986) entitled social identity as a self-perceived belongingness to a certain social group. Relating social identity theory to define teachers' identity, researchers described that teachers' identity is located within the teaching group (Galindo, 1996; Goodson & Cole, 1994). Similarly, teachers' professional identity is defined as a set of aspects imposed upon the teaching profession either by the outsiders or the members of the teaching community itself (Sachs, 2001) and it also forms how teachers perceived themselves

in terms of their status and standing (Hargreaves, 2000). Hence, we can ascertain that teachers' self-attitudes and behaviour are key factors in deciding their social identity.

According to the participants, some Nepalese teachers lack professional ethics and this impedes professional identity and the status of the whole teaching fraternity. Teachers are expected to set an example of morality which contributes to the advancement of the society and the character of individuals (Lovat & Mcleod, 2006). Similarly, teachers need to act as moral agents and values educators (Campbell, 2006). If teachers start displaying unethical behaviors, the society will not build a positive image of the teaching profession. Moreover, strong professional ethics increases responsibilities of trust and autonomy towards the society (Forster, 2012) which a teacher should maintain over a life time. Finally, Lovat (1998) reported that highly developed professional ethics among the teachers contribute in the overall growth and enhancement of the profession which enhances the profession towards high status. The findings of this study confirmed that the teacher behaviour and perceptions of the profession were linked and that the disreputable actions of a few teachers were likely to have implications for the profession at large.

Analysing the qualitative data, we can assert that teachers' identity is closely related with their behaviour and the roles they act out in their profession and personal life. Hence, Nepalese teachers' professional identity is located in the teaching community itself and the teachers' attitude towards their profession and disrespectable behaviour by some of the teachers in their professional and personal life have a bearing on the professional identity of whole teaching community.

11.1.2 Teachers' Knowledge and Pedagogical Expertise

During the interviews, the participants related teachers' knowledge and pedagogical expertise with their professional identity and status. The participants expressed that the

teachers with subject matter and content knowledge can enhance positive image and status of the teaching profession. Similarly, teacher who facilitates learning rather than being a dominator are praised and regarded. Teachers in Nepal are traditionally perceived as a source of knowledge and trusted as a subject specialist and expert. However, the participants of this research insinuated that the teachers in Nepal are not always as knowledgeable as they could be. They pointed out that bright and high achieving students hardly enter in the teaching profession. Hence, it is often the case that only average or below average students aim to become teachers. The participants also revealed that recruiting less qualified people in teaching is a somewhat common practice in Nepal. Due to the political interference in the education system and increased nepotism and favoritism in the recruitment, less qualified people are making their way in the teaching field (See section 10.3). For these reasons, EFL teachers in Nepal are often attributed with using traditional teaching approaches, being unwilling to learn and apply new approaches in teaching and even not being prepared before entering a classroom. One of the participants detailed:

Most of the teachers in Nepal are teaching the same way they used to teach twenty years before. These teachers even do not realise that learners and parents have become progressive with the advancement in the science and technology. Hence, we teachers have to update ourselves with modern teaching methodologies to match the need of the learners and their parents. Unfortunately, we teachers are saturated in a sense that we believe we have nothing new to learn after these years of teaching experience. This attitude among some of the teachers is not fostering positive images of the teaching profession. IP8

Moreover, the participants also believed that Nepalese EFL teachers can better their pedagogical expertise required for the ELT which develop them as an effective ELT practitioner. Teachers were charged for being dominator in their ELT classes and learners being passive listeners. Hence, the participants desired that the English language teachers should be equipped with pedagogical skills such as engaging students in learning, encouraging them in problem solving, managing student behaviour and so on. One of the participants stated:

Teachers should be aware of different pedagogical aspects required for ELT and employ them in practice. However, our ELT practice is one-dimensional that we mostly follow teacher-centered teaching approach and only focus to improve writing skill. I believe that limited opportunities for professional development limit teachers to be pedagogical expert. IP15

The participants of this research desired that teachers should have high level of education, accountability, knowledge and training. Goodson (2003) supports this view and mentioned that these skills are important indicators of teachers' professional status. Knowledge, skills and personal attitudes (Breen, 2001 cited in Aydin, Demir & Erdemli, 2015) and teachers' knowledge and pedagogical expertise (Graham & Young, 1998) were mentioned as key elements for teachers' professional identity. Moreover, commitment towards the student, parents, community, employer and the profession will develop positive status of the teaching profession (Fakoya, 2009) which were mentioned by the participants of this research too. They expressed that the teachers should make an effort to justify their role of as a teacher to glorify the teaching profession. Similarly, the participants also expressed that recruiting more qualified professionals in the teaching profession would have positive impact on teachers' professional identity and status as Hall and Langton (2006) claimed that hiring the right people in the profession can uplift the status of teaching profession. From these, we can argue that the foundation of teachers' professional identity and status is their professional knowledge, accountability and commitment in the profession which some of the Nepalese teachers may have lacked.

Moreover, if we emphasise on ELT, EFL teachers needs to demonstrate high level of professional awareness and knowledge because of its demanding nature. Similarly, ESL and EFL teachers and educators should be aware of current trends and research in second language acquisition, language pedagogy and methodology, literacy development, curriculum and materials development and assessment (TESOL, 2003). They also require appropriate language proficiency, teaching skills, learner-focused teaching and contextual knowledge for

the effective teaching and learning (Richards, 2010). From these research, we can assert that teachers should have expertise in their subject matter, pedagogy and skills to make a difference among the learners as well as be accountable and committed within the profession to achieve professional identity and status. Nevertheless, with less efficient professionals entering the teaching field, nepotism and favouritism in the recruitment and increasing reluctant nature among the teachers, the participants of this research indicated that Nepalese EFL teachers may have lacked knowledge of subject matter, pedagogy and skills required for teaching, thus influencing their professional identity and status.

11.2 Impacts of Social Factors

We cannot imagine a society without teachers because teaching and learning is an endless process and there is no doubt that teachers' endless and selfless efforts shape learners' better future. Similarly, we all depend on teachers for children's intellectual growth and preparing them to successfully encounter future challenges (Hargreaves, 2009) and the educational development of any society and the country is in the competent hands of the teachers. Regardless of this, it is noticed that teachers around the world have failed to enjoy their professional identity and status in recent years (Hall & Langton, 2006; Hargreaves, 2009; Hargreaves et. al, 2006; Hoyle, 2001; Symeonidis, 2015).

From the ancient time, teaching profession has been highly valued in Nepal; however, the participants of this research expressed conflicting opinions regarding the teaching profession in Nepal. Some of the participants had an opinion that teachers are highly regarded; however, others argued that teaching profession is losing its standing and identity. Mostly, the teachers from Kathmandu and Chitwan admitted that the teaching profession in Nepal is no longer considered a noble profession. Even those teachers who believed that teachers are still valued were not reluctant to express that the teaching profession has

declining identity and status in Nepal. The participants revealed three factors connected to social contexts that they believed to have an impact on teachers' professional identity and status. These factors are teachers and the teaching profession viewed by the society, the image of teachers portrayed in the media and a stereotyping that anyone can be a teacher.

11.2.1 Teachers and Teaching Profession Viewed by the Society

The way teachers and teaching profession is perceived by the society determines how teachers view themselves as well as their professional identity and status. The participants of this research revealed contrasting opinions regarding public perceptions about the teachers and the teaching profession. The participants from Surkhet and Dailkekh admitted that teaching is still highly regarded in that social context, while those from Kathmandu and Chitwan stated that teaching profession is not highly regarded by those societies. On a whole, almost all the participants confessed that teaching profession is losing its identity and status in Nepal and the negative perception of the society towards the teachers and the teaching profession is one of the major reasons for its falling status. They also indicated that teaching is a one of the least preferred professions in Nepal, claiming people first choice profession is medical, engineering or finance related field. One of the participants from Kathmandu reported the perception of the society towards teaching profession:

The way society views teachers and teaching profession has changed in recent years. Teachers were greatly honoured and highly respected when I started my career; however after nearly twenty five years in this profession, I believe that the Nepalese society has become more critical towards the teaching profession. Society perceives us as those people who could not succeed in any other field, hence joined the teaching. In the same way, Nepalese youth lack aspiration to join teaching profession. If I ask my 200 students about their future aim, hardly 2/3 students will say that they want to be a teacher. This is all because of the negativity imposed by the society on teaching profession. IP14

In the same way, the participants also reported teachers in Nepal are regarded on the basis of their employment condition. They reported that the permanent teachers are highly

regarded by the society as opposed to the temporary or the contract teachers. It is all because the permanent teachers receive better benefits and facilities from the government. When asked with the permanent teachers, they agreed on this fact; however, they also detailed that even the permanent teachers are categorised below than other public servants. Even though secondary permanent teachers should have higher position in the hierarchy than the public servants; the participants believed that it is difficulties and challenges associated to the teaching profession influences the perception of the society. One of the participants from Chitwan explained why teaching profession is ranked below than public service:

The common perception in the Nepalese society is that teaching is challenging and difficult profession. I believe that dealing with student from different background, learning capabilities and attitude in learning makes teaching more difficult. Moreover, teachers should spare their personal/family time for teaching, for instance, marking exam papers, preparing for teaching and preparing materials and resources. Similarly, teachers are hardly appreciated for their never tiring efforts. Hence, I believe that these aspects associated with the teaching profession influence the perception of the public. IP13

The participants also explained that the support they receive from the society is negligible and this disinclined role of the Nepalese society is not benefiting teachers. They claimed that teachers hardly ever get acknowledged for improved performance of students; however, they do get blamed for academic failures of learners. This lack of gratitude seemed to be contributing to the participants feelings of low esteem. This aligned with the literature that indicated regular appreciation and acknowledgement of teachers' hard work and the teaching profession valued by the government and society positively impacts teachers' sense of high status (Hargreaves et al., 2006; Symeonidis, 2015). The participants also clarified that the perception of the community is fundamental for ascertaining teachers' professional identity and status. Beliefs about the teaching profession that are enforced by the community members contribute in shaping teachers identity and status (Hoyle, 2001; Sachs, 2001). Thus, the perceptions of the community are fundamental for ascertaining teachers' professional

identity and status. In the Nepalese context, the image of the teacher and the teaching profession that is formed by the public perception appears to be less admirable.

Additionally, the prestige attached to a profession also determines the status of that profession. Professions with high status are likely to have higher social prestige and recognition (Ingersoll & Merrill, 2011); consequently attract more people in that profession. Similarly, occupational status is related with occupational prestige, the higher the professional status, the better the social prestige and recognition (Ingersoll & Merrill, 2011). Ingersoll and Merrill (2011) stated that the participating teachers in the United states perceived teaching as a relatively low status profession and ranked it lower than the professions such as law, medicine and engineering but ranked higher than blue collar profession (truck driver) and pink collar profession (office secretaries). This indicated that the value and prestige placed by the society to a certain profession is one of the aspects which determines the identity and status of that profession. In the case of the teaching profession in Nepal, the participants indicated that the Nepalese society regards teaching as a low status profession; hence teaching has a declined identity and status.

Limited support and feedback from the society is another aspect reported by the participants. They claimed that teachers hardly receive appropriate acknowledgement for their improved performance; however, they get continuous blame for the academic failures among the learners. Literature indicated that regular appreciation and acknowledgement of their hard work and the teaching profession valued by the government and society positively impacts teachers' sense of high status (Hargreaves et al., 2006; Symeonidis, 2015).

11.2.2 Teachers' Image Portrayed in the Media

The media of any nation would be crucial to influence the perception of the public. Accordingly, media reports and representations play a significant role in influencing the

public image of teachers and the teaching profession, which also influences the perception of teachers' identity and status. Literature indicated that the role of the media is vital in determining teachers' image in the public (Blackmore & Thorpe, 2003; Hall & Langton, 2006; Symeonidis, 2015).

A positive media image is one of the psychological aspects that a teacher would enjoy; however, the participants of this research revealed that the Nepalese media are too critical on teachers and the teaching profession. They also blamed the media in Nepal as one of the sources exhibiting negativity about the teachers and the teaching profession in the public. They said that the media consistently criticised the role of the teachers, but barely tried to report the challenging teaching context in Nepal. One of the participants from Dailekh stated:

Media reports as if we teachers are just receiving salary and doing nothing. When it comes about the poor performance of the public schools in Nepal, only teachers are blamed which is totally wrong. We teachers are an easy target for the media people. This media portrayal of teachers and teaching profession in Nepal is not beneficial to sustain teachers' identity and status. IP16

The participants wished for more positive, glorifying and sympathetic representation of teachers and the teaching profession because of the context in which they are teaching. Nonetheless, these participants charged Nepalese media for continuously defaming teachers and the teaching profession. They also felt a lack of respect from the media and expressed their unhappiness that the media are often aggressive towards them. Similarly, examples of media coverage about teachers for all bad reasons were pointed out by some of the participants. A participant from Chitwan expressed:

Media in Nepal reports news regarding teachers in big headlines and I don't understand the point they are trying to prove. It is completely unacceptable to defame whole teaching profession because of mistakes of individual teachers. If you pick any newspaper of today, there should be demoralising news about teachers and teaching profession. I wish the Nepalese media understands our problems and illustrates positivity about the teaching profession. IP12

In a connected context, one of the participants pointed out an interesting observation regarding a representation of teachers in the digital media, particularly in the Nepalese film industry. He stated:

It is frequent that the Nepalese teachers are represented as a poor, grumpy and troubled person by the Nepalese film industry. This representation of teachers has an influence on Nepalese society, particularly on youth which will impact on their career choice. Failure to correct this image will have a long lasting impact on teachers' identity and status. IP5

Nepalese media were criticised by the participants for continuously vilifying teachers and the teaching profession. They also described that the media representation is one of the important factors to impact on public perception of low identity and status of teachers and the teaching profession. The media can have significant impact on our belief and shape our perception. Not everything reported through media will be authentic; hence the media around the world are often criticised for exacerbating negative perceptions towards the teaching profession (Pettigrew & MacLure, 1997; Symeonidis, 2015). In the same way, Van Dijk (2015) stated that the media can be highly manipulative and are also known for displaying biased attitude and promoting stereotypes, sexist and racist ideologies and contributing to a conflict of identity.

The participants also blamed the Nepalese media for fostering the negative professional prestige of teaching. The level of prestige is shaped by the perceived image of the teachers (Hoyal, 2001); and in the context of Nepal, media has not appropriately promoted the positive images. It is obvious that society is informed by the media, but the participants of this research indicated that the public in Nepal are receiving negative messages regarding teachers and the teaching profession. Previous research specified that the role of the media is vital in determining teachers' image in the public (Blackmore & Thorpe, 2003; Hall & Langton, 2006) and the media around the world are often criticised for exacerbating negative perceptions towards the teaching profession (Symeonidis, 2015). The

participants believed that more positive portrayal of teachers and the teaching profession in the Nepalese media will help to enhance falling professional identity and status of teachers in Nepal.

11.2.3 Perceptions that Anyone can be a Teacher

The participants of this research explained that people in Nepal have a misconception of anyone can be a teacher. They mainly pointed to two issues in the Nepalese education context which encourages this misconception: nepotism and favoritism in the teacher recruitment and the lack of definite guideline to recruit teachers in the private schools. The participants explained:

Increased nepotism and favoritism in teacher recruitment has resulted that less deserving people are entering in the teaching profession. This has made people think that anyone can be a teacher. IP16

The private school owners can recruit teachers on their own. It is widely noticed that the private schools in Nepal, in most occasions, are run by family members. If not sufficient, they recruit their friends and relatives even if they are less qualified. This has also compelled people to believe that anyone can be a teacher. IP2

There is a perception among the people in Nepal that if you fail in other professions, then you enter in teaching. IP11

These practices in the Nepalese education system are not displaying positive images of the teaching profession. As discussed earlier, teachers' professional identity and status is self-perceived image of teachers or the perceptions imposed by the community (Sachs, 2001). The participating teachers in Nepal felt their professional identity and status as low because of this misconception.

11.3 Impacts of Contextual Factors

The foundation of quality teaching is its teaching context and teachers' perceived effectiveness is particularly affected by the context they are teaching in. It is often argued that

the contextual factors should be considered for improved teaching and learning process.

When we study the Nepalese ELT context, EFL teachers are often sympathised for teaching in a challenging context. The participants of this research indicated that the context is influential in deciding the pedagogical approach adopted by the teachers, teachers' and learners' motivation in teaching and learning and commitment in the teaching profession which directly impacts ELT quality. There are several contextual factors stated that have contributed to the low ELT quality in Nepal. Basically, the participants reported inadequate facilities in the classroom and institution, salary and incentives, high workload and job insecurity as major factors contributing to this. They also mentioned that the teaching context is a key factor to influence the perception of the society and the teachers' themselves about the teaching profession, thus affecting the professional identity and status of the Nepalese teachers.

11.3.1 Inadequate Facilities in the Classroom and the Institution

Nepalese education system has always lacked proper resources and infrastructure both in the classroom and the institution. The participants of this research believed that the limited resources in the school and the classroom have impeded their ELT quality. The participants also detailed that the classroom and the school environment in Nepal are not suitable for the ELT, claiming Nepalese EFL classes lack even basic infrastructure. Particularly, they stressed on large class sizes due to limited school buildings and inadequate teaching force, limited audio-visual materials, language learning labs, libraries as well as computers and the Internet which are fundamental for proper ELT. One of the participants from Dailekh reported the current school and classroom environment:

Most of the schools in Nepal do not have sufficient school buildings to accommodate growing student number. This is one of the reasons for having large numbers of students in a single class. Similarly, school buildings are also poorly constructed most

of the times with aluminium roof with no facilities of cooling or heating rooms during the demanding weather conditions. IP10

In the same way, a participant from Chitwan added more details about the school and classroom environment, claiming that the schools in Nepal lack technology for enhanced EFL teaching:

With increasing urbanisation, schools in developing cities of Nepal are confined in a limited area. Most of the times, these schools don't have sufficient play grounds. Moreover, due to the limited funding from the government, most of the schools don't have audio-visual, proper library and supplementary materials to assist for ELT. Theoretically, we teachers are meant to use technology in our EFL classes but I can assure you that hardly any schools of Nepal are equipped with modern technologies which are the most essentials of EFL classes. IP13

The quantitative data of this research also indicated that the participating teachers shared compatible ideas regarding the unavailability of learning materials and facilities in the schools of Nepal. The mean scores for the questions *There are adequate learning materials for use in class* and *The school has good buildings and facilities* were 2.52 and 2.90 respectively which were between disagree and undecided. This specified that the schools in Nepal have poor facilities and infrastructure for quality ELT.

The participants desired for proper infrastructure, facilities and learning materials in the school. They believed that availability of necessary resources and facilities will be beneficial in improving teachers' performance. Literature also indicated that the institutional environment has a great influence on teachers' performance (Schneider, 2002, 2003), sense of efficacy (Deemer, 2004; Tschannen-Moran & Hoy, 2007) as well as on their job commitment and motivation (Buckley, Schneider & Shang, 2004; Okyere-Kwakye, 2013; Rosenholtz & Simpson, 1990). If the physical environment in the school is poor and unfavourable, teachers and students cannot perform their best; hence Okyere-Kwakye (2013) asserted that conducive work environment enhances the level of motivation among the teachers, which encourages them to do their best. School environment and availabilities of facilities contribute to teacher's motivation and student's achievement while inadequate

school facilities negatively impact teachers' motivation (Afework & Asfaw, 2014; Earthman, 2002). From the views of the participants as well as the above mentioned literature, we can elucidate that poor physical facilities in the school can influence teachers' performance, sense of efficacy, job satisfaction and motivation. The participants expressed that performance, job satisfaction and motivation of teachers influence their perceptions of themselves as a teacher. Thus, we can assume that the physical environment of Nepalese schools may have affected teachers' ability to perform better and contributed to affect their sense of identity and status.

11.3.2 Inadequate Salary and Incentives

There has been ongoing discussion among the educational stakeholders regarding insufficient salary and incentives for teachers in Nepal. The participants of this research also revealed issues of inadequate salary and limited remuneration. Similarly, they also specified that the irregular distributions of the salary, varied salaries for the teachers working on the same post and reluctant nature of the government to provide other incentives and remuneration to the teachers are the underlying issues. Speaking on the issue of salary and other incentives, the participants of this research blamed the government for not understanding the ground realities of the teachers and not addressing the financial need of the teachers. Moreover, they also disclosed that the current salary and incentives being provided to the teachers is not rational and not based on the research ground. These participants also indicated that the teachers' salary and other incentives are the contributing factors for teaching being a less preferred profession in Nepal. In the same way, the teachers also indicated that the pay condition has immensely influenced their commitment in teaching, motivation, efficacy as well as professional identity and status. One of the participants from Kathmandu stated:

The salary provided by the Nepalese government is not even sufficient for survival only. You just imagine, how could Rs. 700/800 (Equivalent to \$10.00) a day be sufficient to fulfill all the family requirements in this soaring price hike everyday? In the Nepalese context, you are bound to have a joint family and you are supposed to look after your parents, children and sisters and brothers too. Thus, most of the teachers have to look for an alternative source of income. I believe low salary is one of the major factors which is influencing the perception of the youth for not being interested in the teaching profession. IP5

The participating teachers also indicated that some teachers are involved in private tutoring, farming and running a shop to upset their poor income. They admitted that being involved in other income generating activities has affected their commitment in lesson planning, materials arrangements and overall preparation for teaching which has impeded their teaching. They reported that it is very difficult to financially manage a family life when salary is paid in four or six months or even in one year. One of the participants from Dailekh stated:

Sometimes, we receive salary quarterly and it becomes very difficult to manage family as I most of the teachers have to support their families. I would like to exemplify about the impact of irregular distribution of the salary on teachers' life. We were supposed to receive salary before Dashain (Key festival of Hindu people in Nepal); however we didn't receive the salary on the day we were told. After that, it was all public holiday where banks and other financial institutions were closed for the festival period. As I didn't receive the salary, my family didn't have any money to celebrate the festival. Though, I got some loan from my friends, I regretted being a teacher on that day. IP3

Apart from this, the participants also detailed that an uneven distribution of the salary is very prevalent in Nepal. Whereas permanent teachers usually receive the salary recommended by the government, payment for other contract and temporary teachers is very nominal. The participants also expressed their unhappiness that the government had increased the salary of the bureaucrats while the teachers had to launch protest programmes to receive the increased salary. One of the participants from Chitwan stated:

Teachers are those who built society and the nation with their knowledge and experience but these teachers have a very poor life style because our salary is just sufficient for survival. To add salt to the injury, the government of Nepal has divided teachers in different categories like permanent, temporary, contract, PCF and so on and teachers from these categories receive different salary and facilities. Government increases salary and incentives of permanent teachers only and teachers from other

categories have to do strikes and protest to increase their salary. I have even heard that the some of the teachers in these categories are working for mere 20 percentages or less of the actual salary. IP12

Moreover, it was indicative that the privately funded schools are not providing enough salary to the teachers. They blamed privately funded schools for being profit orientated and compromising on teachers' salary. The participants charged the privately funded schools for exploiting teachers. One of the participants for Dailekh explained:

The purposed salary of primary teachers by the government of Nepal is nearly Rs. 17,000.00 per month; however I have heard that some of the primary teachers receive only Rs. 6,000.00 to 7,000.00 per month in privately owned school. In the same way, some of the privately funded schools even ask teachers to teach in higher grades but pay the salary of lower grade. IP10

Additionally, the participants also expressed their dissatisfaction over unavailability or shortage of incentives for the teachers from the government of Nepal. They stated that more facilities for the teachers will attract quality manpower in the teaching profession. The participants desired for the health benefits, easy home and education loans, free education for the children of the teachers, accommodation and transportation facilities (where applicable).

The quantitative data of this research is also congruent with qualitative data. The mean score for the questions *It is hard to make end meet on the pay of a teacher* and *It is difficult to provide for my family with my salary* were 1.59 and 1.55 respectively. The mean score of the questions to inquire about salary and incentives were the lowest of all. This indicated that the participants of this research found it difficult to support their family with the salary they are receiving.

Teachers' perceived status can be determined by different factors. Economic benefit is characterised as a major influence to determine the social status of a profession (Hall & Langton, 2006). They entitled power, money and fame as the primary sources of gaining status; while training, skill, expertise and social influence were regarded as secondary agents. Teachers' salary is regarded as one of the important status indicators in the teaching profession (Hargreaves et al., 2006; Symeonidis, 2015). Considering this view, Fuller,

Goodwyn and Francis-Brophy (2013) also indicated that the teaching profession would have higher status if the teachers are substantially remunerated. Similarly, economic gain from the teaching profession is related with teachers' overall sense of professional status, morale, recruitment and retention (Hall & Langton, 2006).

From the theoretical point of view, salary is one of the factors that have an impact on the teachers' social identity. Although Tajfel and Turner (1986) expressed that the social identity is an individuals' self-image which is shaped from the social categories to which he/she perceive them as belonging, Deschamps and Devos (1998) claimed that the feelings of the belongingness only occur when compared with the groups they do not belong to. The participating teachers may have compared their salary and incentives with the people of other professional groups and admitted that they are in the disadvantage group. Thus, they may have felt that they have lower social identity compared to the people in other professions.

In the same way, Vroom (1964) defined the expectancy theory with four dimensions which is central to human behaviour. According to him, people join certain organisations with expectations of their needs, motivations, and past experiences and their behaviour are influenced by their own expectancy assumptions. Similarly, people desire different things like good salary, job security, and promotion and they choose behaviour to enhance outcomes for them personally. Lunenburg (2011) defined Vrooms' expectancy theory in a simple way stating, "a person is motivated to the degree that he or she believes that (a) effort will lead to acceptable performance (expectancy), (b) performance will be rewarded (instrumentality), and (c) the value of the rewards is highly positive (valence)" (p. 2). This indicated that the teachers put an effort in their teaching with a desire to receive something from their performance. Hence, they can lose motivation in their teaching if their effort is not rewarded. In this context, the participants believed that the Nepalese teachers are not receiving

appropriate rewards in the form of salary and other incentives for the constant effort they are placing to improve the educational standard in Nepal.

The participants explained that teachers in Nepal receive different salaries and facilities for the same positions and similar work. This unfair treatment may have influenced their perception as a teacher. Adams (1965) forwarded Equity Theory explaining that perceived unfairness in the workplace can influence the behaviour of the employee. He also argued that the overpayment or underpayment can both influence the behaviour. Analysis of the interviews, relevant literature and theoretical point of view appears to show that the salary and benefits are indicators of social identity among Nepalese teachers. Salary and benefits are the markers of higher professional status which influences the perception of both teachers and the community. Similarly, fair treatment among teachers in terms of salary and benefits enhances their perception of equity within the profession. Hence, better salary and incentives for the teachers could positively influence identity and status of the teaching profession.

11.3.3 High Workload

Teachers are meant to have a multifaceted role. Apart from teaching, they also need to be engaged in marking papers and preparing report cards, personally helping underachieving students, maintaining students' behaviour, developing relationships with parents, doing different papers works, preparing for lesson, working with other teachers and school administrative staff and so on. The situation is no different to the Nepalese EFL teachers. The participants of this research also indicated that the Nepalese teachers have heavy workload which is negatively impeding their ELT quality. They also specified heavy teaching hours and additional responsibilities for teachers are affecting teachers' motivation, sense of efficacy and job commitment. One of the participants from Surkhet explained about the high teaching hours among the teachers in Nepal:

I have a very busy schedule. I have just one leisure class out of eight classes in a day. I teach 32/33 classes a week and sometime I need to fill a vacant class of an absent teacher as well. The reason behind our insufficient preparation of lessons and teaching materials is non-other than high workload. I hardly get spare time to check copies and monitor the performance of the student. IP6

Similarly, another participant from Chitwan explained that teaching long hours every day and being engaged with other activities physically and mentally drains teachers, claiming that it is counterproductive on teachers' performance. He stated:

I feel really exhausted teaching 5-7 classes every day and the high number of students gives me extra burden. Moreover, attending meetings with teaching staff and parents, addressing school and student related problems drains teachers. The sad part is that we never get paid for the extra jobs we perform. IP2

Quantitative results of this research also indicated that the teachers in Nepal have high workload. The mean scores to of the questions *I find it hard to handle the large classes we have* and *There are a lot of out of school duties for teachers* were 1.98 and 1.75 respectively. The mean scores for the questions to find out workload of the teachers were very low which reflected that the participants of this research perceived to have heavy workload.

The participating teachers expressed that high teaching hours and other activities for the teachers are not beneficial to improve ELT quality. Dibbon (2004) stated that the unrealistic workload among the teachers considerably impacts their quality of teaching. Similarly, literature have identified that workload is one of the determining factors for teachers' motivation (Bennell & Akyeampong, 2007; Guajardo, 2011).

The participants also claimed that heavy workload related issues have resulted in burnout among the teachers. According to the Weisberg (1994), teachers' burnout is the combination of three types of exhaustion: physical, mental and emotional, which leads to workers' low job satisfaction. Here, heavy workload among the teachers is the cause of all three types of exhaustion mentioned. In the same way, Hakanen, Bakker and Schaufeli (2006) stated that the burnout among the teachers increases behavioral issues like less organisational commitment and work engagement. Similarly, burnout in the profession also leads to the job

dissatisfaction and regular absenteeism (Maslach & Jackson, 1981). In the same way, Evers, Brouwers and Tomic (2002) found that teachers' burnout is related with their sense of efficacy in different academic task performance. Thus, the heavy workload among the Nepalese EFL teachers is likely to be one of the causes of teachers' burnout which is affecting their occupational commitment, sense of efficacy and motivation. Relating this to the teachers' professional identity and status, professional identity is a manifestation of their job satisfaction, occupational commitment, self-efficacy and motivation (Canrinus, 2011). Hence, if the job satisfaction, occupational commitment, self-efficacy and motivation are low among the teacher, it can result in lower professional identity and status of the teachers.

11.3.4 Job Security

Job security provides a sense of assurance in the profession for teachers; however, TSC of Nepal has failed to announce vacancy for the permanent post of teachers for more than 16 years. This has created huge dissatisfaction among the teachers who are working on different contracts (temporary, relief, PCF and others) in an anticipation to receive permanent position. The participants expressed their desire that the temporary teachers should be automatically awarded permanent position. In contrast, according to the government policy, these teachers should compete with other candidates during the selection procedures of the recruitment. This has increased the risk of losing the jobs among the teachers as they feared of not being competitive with pre-service teachers. Expressing unhappiness about the government policy, one of the participants from Kathmandu expressed:

I have been teaching for more than 10 years in this post as a temporary teacher hoping that the government of Nepal will award me permanent position. However, it is very unlikely to get permanent position due to this current policy. Thousands of temporary and other contract teachers are at the verge of losing the job. IP14

Likewise, the teachers from the privately funded schools revealed a rather appalling scenario. They disclosed that in most of the privately funded schools the school management

can fire teachers who they don't like or who they feel are underperforming without any consequences. These participants also disclosed that the different teachers' unions are liaising with the government of Nepal and other related bodies like Private and Boarding School's Organisation, Nepal (PABSON) for privately funded school to address the issues of job security among the teachers; however, they have not succeeded as desired.

Literature indicated that job security among teachers is one of the key components of their job satisfaction and motivation in teaching (Bennell & Akyeampong, 2007; Guajardo, 2011). Teachers' perceived job security determines their stay in the profession. According to Reback, Rockoff and Schwartz (2011), teachers sensing less job security aim to exit from the profession soon. Similarly, job security is also related with teachers' professional status (Symeonidis, 2015).

Moreover, Maslow (1943) suggested five components naming physiological, security, affiliation, esteem, and self-actualization in his need-based theory of motivation. In his theory, he has emphasised the security factor to enhance motivation. This security factors comprises of safety, fair treatment, protection against threats, job security and so on. Here, the need and importance of job security among the teachers can be recognised.

The participants also stated that job insecurity has an influence on determining their professional identity and status. Teachers themselves and the society have started perceiving teaching as a low status profession due to its vulnerable nature impacting teachers' professional identity. The permanent teachers receive better salary, facilities and a sense of assurance that they will not lose their job for any reasons. Moreover, permanent position in Nepal is related with the social prestige of teachers. Khanal (2011) reported that the 'permanent' tag carries a symbolic meaning in terms of identity and power (p. 776) among the Nepalese teachers. He further detailed that teachers feel proud of their permanent position where temporary and other contract teachers hesitate to disclose their position. Unfortunately,

permanent teaching positions in Nepal are rare and the majority of teachers struggle in a temporary or casual arrangement. Hence, it is of utmost importance that the teachers should have job assurance to enhance their professional identity and status.

11.4 Conclusion

This chapter illuminated that the Nepalese teachers' sense of professional identity and status is low and this is caused by personal, social and contextual factors. Within the personal factor, teachers' behaviour was identified as an influencing issue. Professional identity of teachers is grounded within the teaching profession; hence disrespectful behaviour of minority teachers are sufficient to defame the entire teaching profession. In the context of Nepal, teachers' reluctant attitude in teaching and engagement in socially unacceptable activities such as publically drinking alcohol, playing cards, physically abusing the students were some of the issues revealed that foster negative images of the teaching profession. In the same way, it also elucidated that the perception of the society is not positive towards the teaching profession; hence teaching is ranked as a lower status profession. Frequent negative coverage about teachers and the teaching in the Nepalese media was recognised as a manipulating agent to influence people perception of teachers and the teaching profession. Hence, supportive and encouraging role from the society and the media to uplift teachers' identity and status was desired. Finally, contextual issues, for instance, pay and facilities, job security, working environment and workload for teachers were discussed. These issues influence the way teachers see themselves as a teacher and the way wider community view the teaching profession. Hence, policy makers and the educational stakeholders in Nepal are recommended to address these issues to enhance professional identity and status of teachers in Nepal.

Chapter Twelve:

Issues of Professional Development

12.0 Introduction

This chapter reports the participating Nepalese EFL teachers' voices on the limited opportunities of professional development. The participants reported that the professional development programmes administered in Nepal are inadequate, traditional and irregular. They also stated that the limited opportunities for professional have significant impact on their ELT quality.

Teachers' professional development has been given significant importance around the world. Nonetheless, the participants of this research revealed that the professional development practices among Nepalese teachers' either do not exist or are limited, and are ineffective to address the professional needs of the EFL teachers. The participants also specified that the current professional development programmes run by the MoE and administrated by DEO and other educational agencies have several limitations to solve the issues of real classroom teaching.

The participants of this research basically questioned the quality of pre-service and in-service teachers' trainings in Nepal. They considered both these forms of training as old-fashioned, irregular and inconsistent. This view of the participants regarding teacher training in Nepal is supported by the quantitative data (See section 12.1.2.3). Moreover, the interview participants also revealed that the school based provision of professional development in Nepal is very poor. They believed that the under resourced schools of Nepal are not benefiting teachers for their ongoing professional development. Similarly, they also stressed

on the lack of proper support and supervision from the government, communities and the school leaderships. The participants expressed that regular supervision and guidance from the government, community and the school leaderships will have a positive impact on the overall growth and development of the teachers. Lastly, the teachers also shared that they lack mutual support among the colleagues. Novice teachers' identified 'ego' issues among the senior teachers; while senior participating teachers maintained that new/novice teachers lack the culture of asking and sharing. The factors affecting professional development have been presented in Figure 12.1.

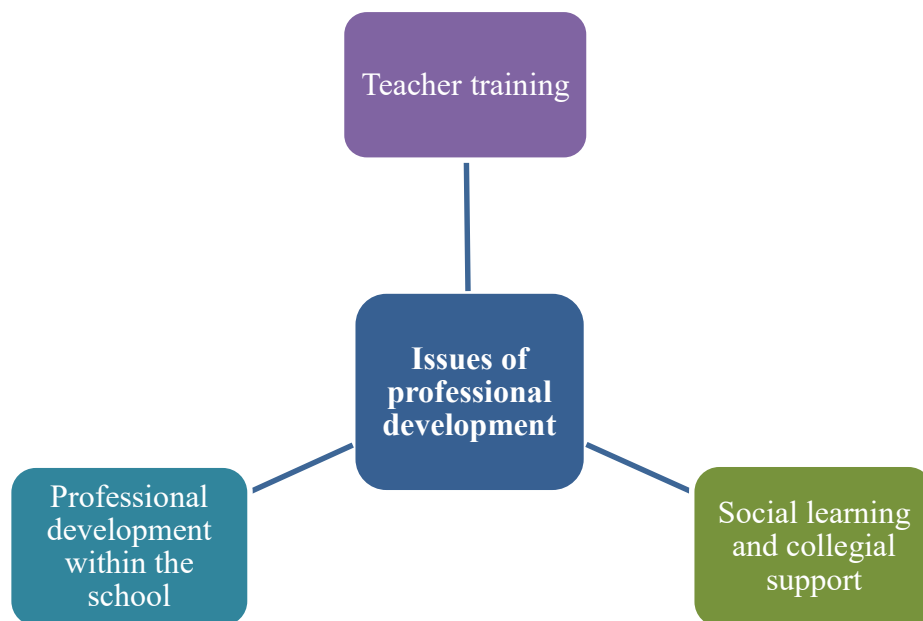


Figure 12.1: Issues of teacher professional development in Nepal.

12. 1 Teacher Training

Issues of training emerged as a dominant theme as the interview participants persistently pointed out the regularity, quality and conflict between theory and practice of the teacher training. The participants also shared that the both forms of teacher trainings (pre-

service and in-service) in Nepal, in most instances, are not suitable to address the needs of real classroom teaching. They criticised the fact that most of the teacher training programmes in Nepal lack thorough analysis of needs and requirements of real classroom teaching; thus are not appropriate to address the actual needs of the teachers. In the same way, these participants also reported that the teachers training programmes in Nepal are inconsistent between the trainers or training organisations. Different approaches and methodologies to teach the same content suggested in trainings have created confusion among the teachers. Hence, they expressed their desire for the government of Nepal to directly supervise the quality, regularity and uniformity of the teachers training programmes administered by different government and non-government organisations.

12.1.1 Pre-service Teacher Training

Pre-service teacher training in Nepal is mostly provided in the form of academic degrees by the universities and its affiliated colleges. Student teachers are sent for practice teaching in different schools as a part of the academic curriculum. The interview participants admitted that this is a good practice, which enables student teachers to experience real classroom teaching; however, poor supervision, underprepared student teachers, and lack of commitment from the trainer and the student teachers were underlying issues identified by the participants. Thus, they expressed their unhappiness on the current approach of pre-service teacher training in Nepal. Moreover, the participants also reported that the external supervisors assigned to evaluate and support the student teachers neither properly assess the student teachers; nor they do provide constructive feedback. Hence, the participants claimed that the pre-service teachers training in Nepal has become mere formality. They also maintained that the pre-service teacher training in Nepal do not enable teachers to face real classroom challenges. Some of the participants from Dailekh and Chitwan reported:

I did receive some pre-service teacher training as a part of my intermediate, bachelors and masters' degree; however there are a lot of shortcomings in these pre-service trainings. For an example, what I learnt about teaching was totally different what I faced while teaching. Pre-service teachers training in Nepal lacks practicality. We just learn about the theories and no one cares about how the student teachers apply that in the real teaching. Internal and external supervisors who are supposed to supervise and provide feedback to the student teachers hardly provide constructive feedback. They just sign our lesson plans and leave the observation in 5 to 10 minutes. (Believe me) the process of supervision to the student teachers is done just for the sake of doing only. IP3

The pre-service teacher training courses are developed by the respective lectures/trainers of the Universities or the colleges. Hence, it is obvious that these trainings vary in terms of quality. Most of the times, these trainers are too busy that they cannot individually supervise student teachers. What I also noticed as a student teacher that these trainers are more interested on completing the university curriculum than enabling student teachers for better teaching. IP5

Many participants regarded the situation of pre-service teachers training programmes in Nepal as poor, claiming that these training programmes, in most instances, are conducted just for the sake of completing the university curriculum. Most of the times, these training programmes are individually developed by the university lecturers, hence lack uniformity. The interview participants also expressed their unhappiness that most of the pre-service teacher trainings conducted by the universities are developed as 'one model fits all,' hence described these trainings as ineffective to teach diverse Nepalese classes. They identified that the pre-service teachers trainings will be more beneficial if it is developed based on the analysis of the teaching context of Nepal. The participants described that the pre-service teachers training in Nepal is considered more as a subject to pass; therefore both student teachers and their mentors take it as an easy assignment. Similarly, poor work ethics and issues of accountability among the student teachers and their respective supervisors have compounded this issue.

Consistent with the views of the participants, Bransford et al. (2005) explained that pre-service teacher education programmes aim to produce quality teachers equipped with pedagogical practices to enable future teachers in resolving increasing challenges in teaching profession. Thus, better pre-service preparations will have positive impacts on curriculum

and pedagogy among student teachers and will foster their teaching quality. Similarly, the participants also expressed that the pre-service teachers are bound to feel anxious in their early teaching days. It is also understandable that the pre-service teachers have less knowledge of teaching and their students; hence they tend to be more concerned about their own survival as a student (Marso & Pigge, 1989). For this reason, the pre-service teacher training should be designed to support student teachers, address their issues and equip them for effective pedagogical practices.

The interview participants desired for a more supportive role from the student supervisors during pre-service teacher training. Supervisor teachers have a significant role to play as they can shape better professional life of student teachers (Hudson & Millwater, 2008). Similarly, novice teachers always aspire for help from their supervisors as a guide, coach or role of an expert (Ehrich, Hansford, & Tennent, 2004). Hence, the participants expressed their desire that the supervisors for the pre-service teacher should be proactive, up to date with current aspects of teaching as well as supportive towards the student teachers.

12.1.2 In-service Teacher Training

The aim of the in-service teacher training should be enhancing skills, knowledge and performance of the teachers. In-service teacher training is also important to update teachers with the current teaching approaches, meet the goal of the national curriculum and for productive learning outcomes. National Centre for Educational Development and Secondary Educational Development Centre are the government bodies which primarily conduct the in-service teacher training programmes. The National Centre for Education Development conducts ten-month primary in-service teacher training programme. District Education Officer of Chitwan, Govinda Prasad Aryal, provided details on the provision of in-service teacher training in Nepal (G.P. Aryal, telephone communication, January 19, 2017).

According to Aryal, ten-day teacher professional development programmes are conducted on three occasions every year. These trainings primarily focus on continuous capacity building, leadership development and use of ICT in teaching.

Some other organisations such as NELTA and the British council also run teacher training programmes. NELTA, as an umbrella organisation for all the English language teachers in Nepal, conducts teacher training, organises conferences and assists in networking with national and international experts. Likewise, the British council also conducts teacher training, organises seminars, and assists English language teachers in professional networking. Moreover, PABSON also provides training for the teachers in the private schools. Despite these efforts, the participants of this research viewed in-service teacher training in Nepal as ineffective. They raised questions on the quality, regularity and supervisions after the trainings and indicated that the existing in-service teacher training needs thorough reform.

12.1.2.1 Quality of the Trainings and Trainers

The participants of this research revealed that teacher training in Nepal lack contextual analysis and need of the Nepalese classes. They termed these trainings as ‘hypothetical’ as they hardly address real classroom challenges. They also shared that the trainers only intend to teach educational theories, rather than the methodologies to apply those theories in the classroom teaching. They expressed that most of the teacher trainings in Nepal provide no new knowledge; hence failed to reinforce teachers. Similarly, most of the teacher trainings are conducted using lecture method due to the large number of the participating teachers; hence have limited influence on trainee teachers. One of the participants from Dailekh described:

Yes, I have received some sorts of trainings but most of the trainings were conducted using lecture method where participating teachers did not receive to have individual interactions with the trainers. Moreover, these trainings had more theoretical content than practical need of our society. Thus, any training organisations or trainers should design their trainings to address the need and issues of that particular society. You cannot train teachers from Kathmandu and Dailekh with the same content and materials; but this is what exactly happening in most of the trainings. IP10

Most of the participating teachers indicated that they have received some sort of Teacher Professional Development (TPD) trainings. Despite this, they claimed that most of the TPD trainers were not skilful as the trainers in those trainings themselves lacked knowledge and new ideas. They termed these sorts of trainings as ‘mechanical’ as most of the trainers came up with pre-designed framework and had limited new ideas to present. The participants also detailed that less qualified trainers were reluctant to answer the questions raised by the trainee teachers. One participant from Surkhet reported:

What I have experienced is that most of the trainings lack qualified and well equipped trainers. I found that the trainer himself was confused during the training neither he was well prepared for it. He was requesting for additional resources from the participants. Providing training to teachers is that you are addressing to a group of experts in that field; therefore there is no room for negligence. IP9

The participants also believed that some of the trainings are conducted to utilise available funds allocated for the teacher training. Similarly, they also shared that some of the trainings are conducted just for the sake of conducting trainings where training ends up with just doing paper work. One of the participants mentioned:

I was supposed to attain training for two weeks but the training ended in a week. Surprisingly, paper work of the training was done that indicated the training ran for full period. Now you can imagine the quality of that training. IP10

It was felt by the participants that ELT teachers should receive more opportunities of trainings from national and international experts and argued that these trainings are more beneficial than the trainings they receive from local experts. Basically, they expressed their desire that the government of Nepal and other training organisations should make an effort to organise trainings employing international experts and displayed their displeasure that the

government of Nepal and the training organisations hardly organises teacher training including international experts.

Consistent with the views of the participating teachers, Pant (2012) reported that most of the teachers' professional development programmes in Nepal are developed overnight including the content that comes on the top of trainers' head rather than from teachers' need analysis. Hence, he termed teacher training programmes in Nepal are unfocused and ritual. The participants detailed that most of the in-service teacher training programmes in Nepal are not uniformed on their contents and methods; thus they desired for a definite framework for the trainings. Recommending a framework for in-service teacher training, Vukelich and Wrenn (1999) stressed that in-service training should focus on a single subject, address the teacher participants' needs, be ongoing and sustained, engage teachers in generating answers to 'real-life' problems, meaningful engagement of the participants, assist participants to develop collaborative relationships and encourage participants to reflect on their teaching.

The interview participants also suggested that the trainings should address the specific contextual needs of the teachers. Similarly, teachers' daily working issues and challenges should be integrated in the trainings. If the professional development programmes lack contents related to teachers' daily work, it will have negative impact on their performance (Fullan, 1995). Moreover, the participants also reflected that most of the teacher trainings are conducted using a lecture method where participating teachers have no or minimal chance to interact. Sandholtz (2002) criticises these practice of traditional in-service mode of professional development stating that the lecture based in-service professional development neglects meaningful collaboration among the participating teachers. Explaining more on this, Bayrakcı (2009) maintained that most of the traditional in-service teacher trainings focus on listening rather than doing and in most instances, do not have provision for feedback; hence

are less effective. For these reasons, these trainings hardly bring positive changes on teaching behaviour of teachers.

12.1.2.2 Limited opportunities of Training

Another dominant aspect of teacher training in Nepal voiced by the participants is the limited opportunities and irregularity of the training. From the view of most of the participants, it was evident that teachers have to wait for several years to receive a single opportunity of in-service training. They also reflected that most of the times trainings are only conducted when there are changes in the national curriculum to notify teachers about the changes. The participants from Chitwan and Dailkeh reported:

We are four English teachers in this school and it is not possible that four of us go for a single training as it affects school management. Hence, school management sends a teacher at a time for training. As teacher trainings are not that regular, year passes waiting a turn to receive a single training. IP12

I have been teaching English for almost ten years in both private and government aided schools of Nepal but I have not received any formal teacher training yet. IP10

Teachers from Surkhet and Dailekh expressed their unhappiness that most of the teacher trainings are confined in developed cities of Nepal only. Thus, teachers from rural schools of Nepal receive very nominal opportunities. A participating teacher from Dailekh stated:

It is not unwise to say that teacher professional development programmes are centred to developed cities only. Even NELTA, the umbrella organisation for English teachers in Nepal, conferences and trainings are confined within developed places of Nepal. I wish the MoE of Nepal and other agencies for teacher professional development place high value on teacher professional development for teachers working in different geographically challenged areas of Nepal. IP16

Further, some participants from the private schools stated that the government of Nepal have no definite provision of teacher training for them. They mentioned that the government of Nepal have no plans for professional development of private school teachers. Hence, they rely on limited opportunities of training organised by PABSON and other

agencies. The inadequate opportunities for teacher training were stated by the participants of both government aided and private schools. Referring to Loucks-Horsley et al. (1987, 1998), Guskey (2002) maintained that professional development should be a process; rather than an event. Thus, single training, seminar or consultation is not sufficient to address the needs of and challenges faced by teachers. Teachers should be reinforced regularly. Hence, it is of utmost importance that teachers regularly receive training as a part of their ongoing professional development.

12.1.2.3 Follow-up and Supervision after the Training

The participants' sharing in the interviews seemed to indicate the need and importance of follow-up support and supervision after the training. They expressed their desire for follow-up support offered to the trainee teachers and the regular monitoring of the classroom application of the knowledge taught at the training. These participating teachers admitted that teachers may find it difficult to appropriately apply the knowledge gained in the training. Hence, this follow-up and supervision could be of great assistance. One of the participants from Kathmandu stated:

There is no practice of follow-up support for the teachers after the training. No one cares that how a teacher has applied the knowledge gained from the training in a real classroom teaching. Sometimes we teacher also can struggle to transfer the knowledge gained in the training in real classroom teaching. The provision of follow-up and supervision will benefit teachers by providing opportunities to improve. IP14

From the conversation with the participants, there was an indication that follow-up support and supervision is one of the most ignored aspects of teachers' professional development in Nepal. Acknowledging the importance of follow-up support, Guskey (2002) argued that it is essential to motivate and encourage teachers and enable them to tolerate the anxiety of occasional failures. Moreover, the notion of follow-up support and supervision is equally supported by Freeman (1989) stating that the teacher trainings will be effective if the

trainer evaluates teachers' success by setting out observable criteria to identify the issues and ways to address them. Participating teachers of in a study of Chaudary and Imran (2012) from Pakistan also expressed their desire for an effective monitoring and evaluation system after the trainings to improve limitations of the professional development programmes. There was a general agreement among the participants that the follow-up assistance and supervision will decrease unaccountability and reluctance among the teachers to apply the knowledge gained in the training. Therefore, they asked for frequent supervision and class observation which will have a positive impact on teachers' adoption of better pedagogical approaches in teaching. Feedback received from these observations and supervisions will assist teacher to polish their teaching methodologies for the improved classroom practices.

The views of the participants regarding limited, irregular and ineffective pre and in-service teacher training in Nepal are consistent with the quantitative data. The mean scores for the questions *I have been well trained for my role as an English language teacher* and *There are good opportunities for in-service training* were 2.48 and 2.55 respectively. These mean scores indicated that neither English teachers are properly trained for their role nor they receive opportunities of in-service trainings when they needed it most.

12.2 Professional Development within the School

The participants of this research highly valued the importance of school based provision of professional development which included mutual development, care and support for each-other. They also mentioned the importance of school resources and facilities to enhance teachers' skills, knowledge and competency in teaching. However, they considered the current school based professional development in Nepal to be limited. Mainly, the participants of this research indicated that under-resourced schools of Nepal are not fostering teachers' professional development. Similarly, they also reflected that school leadership and

community hardly value school-based professional development of teachers. They pointed to the limited support from the school leadership and community claiming that continuous support from school leadership and community is essential for teachers' overall professional development. They also emphasised that supportive school leadership and community enhances flexible, equitable, realistic and easily accessible professional development.

12.2.1 Impacts of Under-resourced Schools

The participants reported that the education system in Nepal has always lacked proper resources for quality ELT which has immensely hindered teachers' professional development. Most educational institutions are not well equipped with language learning labs, proper libraries, computers or the Internet which are essentials for effective ELT practice. Similarly, educational resources like audio-visual equipment are also limited. Students from remote areas of the country may not even receive text-books during the whole academic year. Commenting on under resourced schools of Nepal and its impact on teachers' professional development, two participants described:

I know using information and communication technologies (ICT) will enhance my ELT quality. School curriculum and trainings also recommends us to use ICT in our English classes but the question is, do Nepalese schools have proper facilities to use ICT? And the obvious answer is no. IP10

Here we are talking about teachers' professional development but the reality of Nepalese schools is that most of the schools in Nepal do not have proper library and supplementary materials which are essential for teachers. IP1

Most of the participants agreed that teachers should be skilled to use ICT in their ELT classes. They also perceived that use of technology has a positive impact on their teaching. Despite this, they raised questions on the schools' physical facilities. Physical facilities and environment of Nepalese schools has been detailed in section 8.4. Sandholtz (2002) elaborated on the importance of schools' physical facilities for teachers' professional development. He argued that teachers will value in-service trainings on technology as

worthless and see little value in learning about strategies if they believe it is impossible for them to implement their skills due to limited physical facilities and support. In the same way, a study conducted in California, Loeb, Darling-Hammond and Luczak (2005) found that quality of professional development among teachers has a strong correlation with the school conditions including working conditions, physical facilities, and availability of textbooks and technology. This provides an evidence based support that teachers will be enthusiastic to learn if they see potential benefits from learning and their sustained professional development is only possible if the school has better infrastructure and facilities.

12.2.2 School-based Provision of Professional Development

The interviewed participants also asked for school-based professional development for teachers. It was felt by the participants that school-based professional development will benefit teachers for their ongoing professional development. It also allows teachers to work in a professional learning community, encourage them to work in partnership and support each other. Despite this, the participants revealed that Nepalese schools have failed to initiate school-based professional development. Explaining the importance of school-based provision of professional development, some participants reported:

Teacher trainings are not that regular and we have to wait for years to receive a single training. Hence, it is of utmost importance that the schools have well-designed school-based professional development strategies for teachers where school leaderships and teachers conduct professional development activities in the school premises and learning takes place from sharing of experience, knowledge and mutual support. IP11

Sharing experience, reflecting on own performance, observing fellow teachers will be immensely beneficial for teachers' ongoing professional development. Rather than relying on external trainings, teachers can emphasise the culture of peer coaching and collaborative learning. IP7

The participants of this research described that school-based provision of professional development enhances teachers' mutual relationship, fosters the culture of asking and sharing too. The participants also expressed that the school-based professional development for

teachers will be easily accessible and reliable. Similarly, learning from reflection, collaboration and experiences will be long-lasting and easy to implement in their teaching. Researchers have identified the importance of teachers' ongoing professional development as the notion of professional development has taken a shift from one-shot trainings to learning that takes place over time and from individual to collaborative learning (Borko, 2004; Putnam & Borko, 2000; Watson & Manning, 2008). The school-based professional development is also important to empower novice teachers and generate new professional knowledge (Chaudary & Imran, 2012). Similarly, Truscott and Truscott (2004) believe that school-based professional development focuses more on specific students' needs and immediate classroom application than professional development outside the school.

12.2.3 Need of Resource Centre in Schools

The participating teachers also raised their voice on the need and importance of resource centres in the schools. These teachers believed school-based resource centre will benefit them to resolve their queries and issues of teaching which will be beneficial to the enhancement of their ELT quality; however rued the fact that teachers hardly receive any supplementary materials to support their ELT. Two participants revealed:

Theoretically, we teachers are supposed to develop communicative aspect of English language learner. Practically, we are teaching just about the language not the language itself and one of the major influences for this is limited resources. We talk about using ICT in our English classes but the reality is that physical structures of Nepalese schools limit us to use traditional teaching. IP15

Sometimes I find it challenging that we don't have any resources to refer to the issues and difficulties I am facing in my teaching. It creates a great confusion that where to find the solutions of my problems or whom to ask. IP2

The participants expressed that only a well-equipped teacher with resources and materials can deliver a better ELT environment. This view of the participants is consistent with Johnson (1992, cited in Govender, 2005) who stated that teaching should not be

confined to a single teacher or a single textbook attempting to dispense knowledge, skills and expertise that students need to know, develop and learn for the rest of their lives. Rather, teachers should be facilitated with current technologies, infrastructure and materials for quality teaching. Hence, it is important that schools should have a proper resource centre to facilitate teaching. McCall (1992, cited in Giri, 2010) defined a resource centre as a place which primarily provides reference to the users for their self-identified or negotiated needs. In the same way, a resource centre is a place where a number of various sources of information (e.g. books, magazines, journals, video cassettes, audio cassettes, transparencies, newspapers, etc.) are stored to assist and facilitate teachers in planning, designing and producing a wide range of sources of information to apply in their teaching (Govender, 2005). With the belief that equipping teachers is one of the most neglected aspects in ELT, Giri (2010) mentioned that resource centres are vital in teaching English as a second or foreign language to assist teachers in developing and using resource materials in their teaching, to offer a reference for the queries and concerns regarding their teaching and to act as a forum which offers professional development initiatives for ELT practitioners. Resource centres are vital in teachers' professional development as they offer teachers a variety of resources to develop skills, knowledge and information for enhanced teaching.

12.2.4 Need of Supportive School Leadership and Community

The participants of this research revealed that the support and encouragement from school leadership and community members is negligible and noted the unsupportive and traditional nature of school leadership and community members. The interview participants expressed that the school leadership and the community members have a vital role to play in teachers' professional development; however, they mourned on their inconsistent and unenthusiastic nature. The participants desired proactive and supportive roles from the school

leadership and community members which will lead towards sustainable professional development and reciprocal growth for better educational quality. Highlighting the indifferent role of the school leadership and community member, some participants reported:

No teachers have absolute knowledge and skills; they need constant mentoring, guidance and supervision for their work. For this, school leadership and community members have significant role to play to shape a teacher into a better professional. However, what I have found that neither school leadership nor the community members care about mutual support and collaboration. IP6

I have not received proper support and coordination from the school leadership to implement my innovative ideas in my teaching. Neither school leaders appreciate or encourage teachers. Similarly, involvement of community members to improve educational quality is not mentionable. IP16

This indicated that teachers in Nepal lack professional development opportunities from school leadership and the community members. The participants desired for a well-established provision of school-led professional development in which teachers work along with school leadership in professional learning. Vescio, Ross and Adams (2008) claimed that properly designed and developed professional learning communities have positive impact on both teaching practice and student achievement. Similarly, supportive leadership and school management is necessary to enhance professional development among the teachers (Robinson, Lloyd & Rowe, 2008).

The participants recognised that school leaders can directly influence the strategies and implementation of teachers' professional development; hence they stressed the need for better practice of care, collaboration and mutual development. Identifying the role of the school Principal in teachers' professional development, Bredeson and Johansson (2000) suggested four significant roles of a school principal. In this, they highlighted the importance of the school Principal as an instructional leader and learner, creator of a learning environment, assessor of professional development outcomes and the designer of the content of professional development. The participants in this study described that teachers' professional development is multifaceted and regarded it an ongoing process. Teachers can

develop their skills, knowledge and competency by formal and informal approaches over time. Thus, parents, school board members, policymakers and community members can share valuable insights and information for improving teachers' professional development (Mizell, 2010). This view of participants is equally supported by Piggot-Irvine (2004) who asserted that mutual development is enhanced if the leadership has a desire to reflect, learn and develop and create development opportunities for other too.

The participating teachers also advocated proper supervision from the school leadership and the community members; however, they admitted that teachers in Nepal lack proper supervision. This thesis has already discussed ineffective supervision from the community in the section 9.1.3. These teachers admitted that little or no feedback or academic support from the school leadership has compounded the issues of professional development. They preferred regular supervision and constructive feedback from the community and the school leadership and felt that this will improve ongoing professional development among teachers. Tyagi (2010) recognised the importance of school-based supervision maintaining that continuous assessment, guidance and support given to teachers for their professional development will bring positive improvement in the teaching and learning process. Similarly, Sudarjat, Abdullah and Sunaryo (2015) determined that well-planned efforts of supervision will direct the teachers to achieve educational goals effectively through better learning process. Therefore, regular supervision and constructive feedback from the educational authorities have a significant role to play in teachers' ongoing professional development.

12.3 Social Learning and Collegial Support

The participants of this research cherished team-work in teaching. Mostly, they supported social learning where teachers develop a culture of sharing, collaboration, encouragement for each other, peer supervision, assessment, and reflection. They also

believed that sharing experiences with colleagues, as well as reflecting upon strengths and weaknesses of each other will have a positive impact on their teaching. The participants acknowledged that collegial support is most observed in the under-resourced schools of Nepal. Reflecting on the importance of collegial support, some participants stated:

Most of the times, we don't receive reference materials to solve our queries and issues in teaching. Similarly, most of the teachers have ongoing issue of where and whom to ask. Therefore, collegial support is must to locally address the issues in teaching. IP2

Knowledge gained from your colleagues will be long lasting. Your professional colleagues can supervise you and reflect on your teaching which will be beneficial for you to be a better profession. Similarly, peer-coaching and collaboration is very importance to find out the immediate solutions of the problems we are facing. IP4

Despite acknowledging the importance of social learning and collegial support, some of the participants reflected that Nepalese teachers lack the culture of sharing, group work and collaboration. Especially, novice teachers identified 'ego' issues from experienced teachers and the experienced teachers claimed that novice teachers lack the culture of asking. Apart from this, the participants also explained that teachers do not have the culture of asking because they feel that this will hurt their ego or expose their weakness. As described by two participants:

We lack collegial support, care and supervision in this school. Neglecting the benefits of group work and peer review, most of the teachers prefer to waste their time gossiping about politics and other irrelevant issues. IP5

Some senior teachers have this misconception that they don't have new to learn after all these years of teaching experience. Hence, I feel asking junior teachers may hurt their ego of being senior. These teachers neither ask nor offer support. IP9

Moreover, one of the participants from Dailekh explained that peer support has significantly improved their teaching. They claimed that discourse and debate regarding pedagogy and mutually support has benefited them to be effective teachers. He explained:

We are three recently graduated English teachers in this school and work as a team. This teamwork has immensely benefited us to improve our methodological approach in teaching. Similarly, reflecting on each-others' teaching helps to recognise the issues even we don't realise. IP3

The participants also stated that social learning and collegial support addresses the contextual issues. According to the participants, teaching English in urban areas of Nepal is completely different to teaching English in rural areas in terms of methodological approach and content. Hence, reflecting, guiding and supervising each-other and sharing experience of teaching in that context benefits novice teachers. Shedding light on the importance of social learning and collegial support, Lieberman (1995) stated that teachers' professional development is not only the workshops, trainings and conferences conducted outside the schools; it also comprises of the authentic opportunities to learn from and with colleagues inside the school. The participants also detailed that teachers should utilise their time in constructive discussion which enhances their pedagogical practice. Here, they specified the importance of guided discussion among the teachers. The importance of guided discussion is elaborated by Glatthorn (1987) as he defined guided discussion as a small team of teachers working together using a variety of strategies for their own professional growth, which facilitates reflection about their own practice, and helps them to become more thoughtful in decision making. The importance of peer-coaching and collaborative learning advocated by the participants resonates with the view of Hargreaves and Dawe (1990), Robbins (1995), Swafford (1998), Rhodes and Beneicke (2002). Hargreaves and Dawe (1990) stated that peer coaching provides companionship, technical feedback and the ways to apply new skills. Also, Robbins (1995) explained that peer coaching is a process in which two or more professional colleagues work together and reflect on their practices, expand, refine and build new skills; share ideas; conduct action research; teach one another, or problem solve within the workplace.

12.4 Conclusion

This chapter reported the qualitative findings that the strategies, planning and current approaches for teachers' professional development in Nepal is limited, conventional and in most occasions irrelevant. Thus, it recommends for immediate and absolute reform on the existing professional development practices. Firstly, the current practices of pre and in-service teacher training in Nepal are more hypothetical and lack need analysis of ELT in Nepal. Therefore, the current practices of pre-and in-service teacher training should be modified to meet the need of EFL teachers in Nepal. The both forms of teacher training should be context specific and relevant to the needs of the teachers. Moreover, the professional development strategies should not be only confined to trainings, seminars and conferences; rather, educational stakeholders should develop school-based provision of the professional development, which is considered to be continual and effective. For this, improvement in the infrastructure and facilities in the school, more supportive school leadership and community, and mutual collaboration among the teachers were desired.

Chapter Thirteen:

Constraints on Pedagogical Practices

13.0 Introduction

The participants of this research reported that the pedagogical approaches for ELT adopted by most of the teachers in Nepal are out-dated. It was indicated that teachers still prefer to use traditional lecture-based and grammar translation approaches in teaching. The findings also suggested that the ELT in Nepal further suffers with maximum use of mother tongue/local languages and exam orientated teaching which focuses in enabling learners to pass the tests rather than enabling them to acquire the target language. Thus, this chapter will discuss the issues that limit Nepalese EFL teachers to implement effective ELT pedagogy. The participants during the interviews identified several issues that were directly associated with their adoption and implementation of pedagogical practices for ELT. These issues were class size, teaching for exam, extensive use of mother tongue, exam orientated teaching, teachers knowledge, learners' discipline and motivation and so on. These issues reported by the participants were later grouped into three categories under the main theme of pedagogical constraints: school, teachers and learners, which have been displayed in figure 13.1.

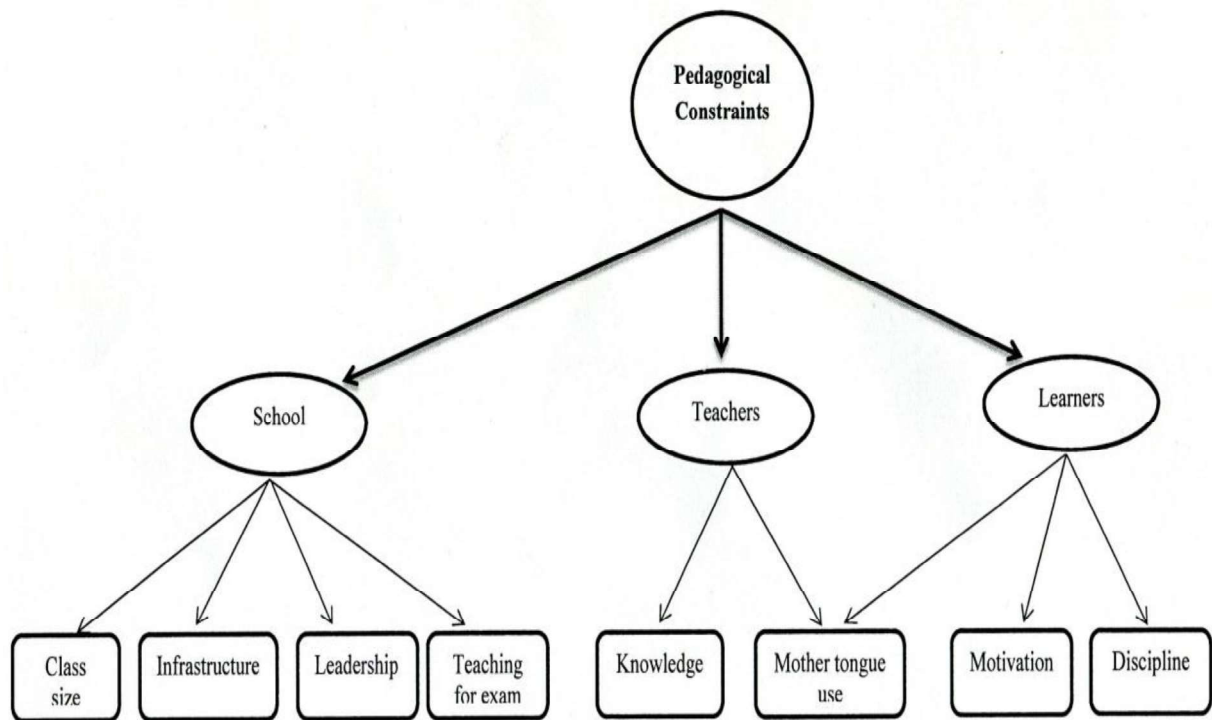


Figure 13.1: Constraints on the pedagogical practices for ELT in Nepal.

13.1 School Related Constraints

Schools are the formal institutions for teaching and learning activities, where learners acquire skills and knowledge under the directions and supervisions of teachers. Similarly, schools are the agents for societal changes and transformations. The participants of this research described that the effectiveness of teaching and learning is directly related with the school environment. The participants raised concerns on the physical and administrative environment of the Nepalese schools. They believed that unfavourable physical and administrative environment in the schools of Nepal are hindering effective ELT pedagogy. Large class sizes, limited infrastructure, unsupportive school leadership and exam-orientated teaching were reported as school related constraints. The participants explained that the school related constraints limit them to implement innovative methodological practices for ELT. Thus, they are constrained to adopt traditional teaching approaches.

13.1.1 Classroom Size Influences Teachers' Pedagogical

Inclination

The participants of this research highlighted the fact that the English language teachers still prefer to use traditional approaches to teaching; nonetheless, they explained that large class size is one of the notable factors which influence their pedagogical preference. From their point of view, the large numbers of the students in the classes have significantly impacted their teaching quality. One of the participants from Chitwan stated:

I completely agree that we are supposed to follow communicative approach of language teaching; however the unanswered question is, Is it possible in the Nepalese education context? And I personally believe that it is very challenging. We have nearly 60-80 students in each class, thus it becomes very difficult to engage and manage the students. If I even dare to engage students in classroom activities like group-work, pair-work or role play, the class goes wild and noisy. Hence, I mostly adopt lecture or rote memorising methods for the smooth functioning of my class. IP5

The Nepalese educational context, as already discussed in Section 13.1, is under-resourced with large student number, which impacts on teachers' adoption of pedagogical approaches. The participants believed that successful implementation and effectiveness of different pedagogical approaches depend on the specific education context. Hence, it becomes difficult to apply communicative, learner-centred or task-based approaches in under-resourced schools of Nepal with crowded classes. A participant from Surkhet described:

Adopting CLT in my English class is out of context. I have nearly 120 students in grade 9 and 80 students in grade 10. I don't say that I don't try CLT in my class but I failed to effectively implement it. Therefore, I believe lecture-based method is the best option in my circumstance. IP9

The participants indicated that there is a gap in intended and applied pedagogical approaches for ELT in Nepal. Although the curriculum recommends using CLT, its effective implementation has been a major concern. The participants reported that crowded classes are one of the challenges to employ CLT in the Nepalese EFL classes. This view of the

participants resonates with the literature. For example, McKeachie (1980) stated that the class size and teaching methods are interrelated. Teachers in the large classes are more dependent on the lecture methods of instruction and less likely use student engagement and discussion in their teaching (Cuseo, 2007; McKeachie, 1980). Literature also indicated that teachers in the smaller classes provide more individual consultation (Blatchford, Russell, Bassett, Brown & Martin, 2007) and more positive remarks to the learners (Krieger, 2003). This supported the view that language teaching in smaller classes will be more effective. Moreover, teachers in smaller classes would have better opportunities to instruct, manage and engage students and implement innovative pedagogical approaches for effective language teaching.

13.1.2 School Infrastructure Influences Teachers' Pedagogical Inclination

This thesis has already discussed the impact of under-resourced schools of Nepal on the education quality in section 8.4. It was felt by the participants that limited infrastructure and resources have impeded them to fully materialise their knowledge, skills and trainings for improved ELT. They detailed the correlation between physical infrastructure and pedagogical choices of the teachers, emphasising teachers without infrastructure tend to rely on traditional teaching methodologies. They also explained that the Nepalese education system lack basic requirements for ELT, which discourages teachers to implement advanced teaching methodologies. Their expression seemed to indicate that poor school building, insufficient textbooks and teaching materials, limited infrastructure for ICT are the fundamental issues to be resolved. Some participants stated:

For the CLT, we teachers should receive different supporting materials and if possible a language lab too. However, sometimes we even don't receive textbooks when required. In this context, I believe lecture based is the only suitable option. IP15

We teachers are teaching in a challenging circumstance with no or minimal resources. In this context, I just desire to survive as a teacher not to bring educational reform. I believe my teaching methodologies best suits my teaching context. You cannot expect that teachers will do magic in a class of nearly 100 students with chalk and blackboard only. The core idea is that we teachers need more support with infrastructure development and materials for better ELT quality. IP3

The world has progressed with ICT and CALL in language teaching and learning; however we Nepalese teachers are still teaching with the help of textbooks only. IP4

According to the participants, availability of better facilities and infrastructure in the school will have positive impact on their teaching. They ascertained that the use of ICT and CALL is vital for ELT; nevertheless, they expressed their dissatisfaction with the limited or even non-existent infrastructure for ICT and CALL. Hence, the participants admitted that limited resources and infrastructure force teachers to adopt traditional teaching methodologies. This view of the participants corresponds with the literature which stated that effective pedagogy and school resources are inextricably intertwined (Khumalo & Mji, 2014; Koroye, 2016; Menon, 2008, Park, 2012). Moreover, poor school infrastructure in one of the significant factors which hinder teachers to adopt active learning pedagogy (Menon, 2008). Absence of learning and reference materials, poor facilities in the classroom, school environment and infrastructure affect teachers' pedagogical approach in teaching (Menon, 2008). In the same way, Khumalo and Mji (2014) reported that the lack of resources negatively affect the teaching and learning process as resources enable teachers to access a varieties of tools and services to support their teaching. Researching on the school resources and teaching methods, teachers from the developing countries like Bangladesh (Park, 2012) and Ghana (Agyei & Vooght, 2012) encountered challenges to implement new pedagogy in under-resourced schools. Thus, the findings seem to suggest that the schools and the teaching institutions should have appropriate facilities and infrastructure which contribute to the achievement of teachers' goals and objectives of teaching.

13.1.3 School Leadership Influences Teachers' Pedagogical

Inclination

Although the participants acknowledged the benefits of support, encouragement and suggestions from the school leaderships and senior teachers, they rued the fact that the support and suggestions are inadequate. Hence, inadequate support from the school leadership is another factor identified by the participants, which affect their choice of methodological approach in teaching. Some comments from the participants below illustrate this point.

I was encouraging and engaging students in CLT in my early days of teaching but the school principal criticised me blaming that I was not properly teaching rather making fun with the students. I was also advised to follow what other teachers were doing; hence I changed my teaching methodology. IP10

I have hardly noticed that the school leadership or the senior teacher encourage teachers to adopt innovative methods in teachers. Personally, I aspire suggestions and support from them but what I have found is that school leadership is more confined in the managerial work than the academic one. IP11

The interview participants expressed their desire for a more decisive role of the school leadership and the senior teachers in supporting novice teachers. The participants expressed their belief that the experiences and the knowledge gained from the school leaderships will be central in developing them as better practitioner. Acquiescent with this, Masters (2010) recommended that principals need to take a strong leadership role in encouraging the use of research based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning aims successfully achieved. Effective principals will set high expectations across the school that effective teaching strategies will be used, and will act as instructional leaders in communicating, promoting and modelling evidence-based approaches. Similarly, effective school leadership enhance teachers' classroom practices and contribute in the effectiveness and improvement of the school (Mulford, 2003).

Burns (1978) suggested transformational leadership theory which encourages dramatic changes of the individual, group and the organisations. According to Bass (1990), transformational leaders inspire and stimulate their employees with the idea that they may be able to accomplish great things with extra effort. Moreover, these leaders individually care, mentor those employees who need help to grow and develop (Bass, 1990). Similarly, transformational leadership can develop significant changes on teachers' classroom practices, motivation and work settings (Leithwood & Jantzi, 2006). For these reasons, if Nepalese school leaderships employ transformational leadership efficiently, it can bring positive changes in the English language education.

A group of other scholars proposed the concept of instructional leadership which suggests that school leaderships can reflect, coach, instruct and supervise teachers as well as assist them in collegial investigation, exploration of uncertain matters, solve problems and the development of better curriculum (Blase & Blase, 1999; Smith & Andrews, 1989). Instructional leadership theory also suggests that the school leadership should reinforce teachers' specific behaviour and skills, and assist them to discover and construct professional knowledge and skills (Pajak, 1993). Thus, school leadership can play diverse roles in the development of teachers and their teaching practices by supervising, assisting and encouraging them to use innovative pedagogical approaches. The findings in this study support the body of literature that endorses efficient role of school leadership for effective ELT practice.

13.1.4 Teaching for Exam

The participants of this research indicated a surprising ELT practice in Nepal: enabling learners to pass the exams. This tendency to teach for exams does not fit with the Nepalese ELT curriculum goal; however, this practice of language teaching is heavily

exercised in both private and public schools, as revealed by the participants. The interview participants stated that the Nepalese society has a misperception regarding quality teaching. It is widely believed that the learners' pass percentage is a major indicator of effective schooling. Therefore, model questions or the former exam questions are used to prepare the learners. This form of language teaching extensively emphasises rote memorising. It was evident from the interviews that even the students and their parents request teachers to adopt this approach of language teaching. The following comments highlight this teaching practice.

The common belief of the Nepalese society is that more the students passed in the particular subject, better the teacher is. I believe the Nepalese society relating teachers' effectiveness with the students' pass percentage is injustice to the teachers. Three hours annual exam does not always reflect learners' language competency and teachers' effective. Regardless of this, student pass percentage is always valued. This is why, I also use set of previous years' questions and emphasise learners to memorise the answers which at least enables learners to pass. IP16

Though, the national curriculum states to enable learners for English language communication; the Nepalese society gives least importance to this. All they want is that their children should pass the national level examinations with ease. Moreover, teachers are always made scapegoat of all academic failure of the learners. Hence, exam oriented teaching and enabling learners to pass the exam is a face-saver for teachers and I adopt it so that I should not face criticism. IP6

As reported by the participants, schools and teachers take tuitions, run coaching centres and even conduct extra classes. The whole idea of these activities is to enable learners to pass. Moreover, the participants also explained that both the private and the public schools have their own hidden interest on this. Some participants commented:

As Nepalese society highly value pass percentage and relate it with effective schooling; most of the private schools of Nepal use their national level examination pass percentage to attract more students in the school. Hence, they tend to follow exam orientated teaching. IP1

Every year, the government of Nepal awards cash prize and appreciation letter to the public and even private schools. For this overall student pass percentage plays significant role as a determining factor. Hence, more students pass from our school; more money the school receives. IP2

There was an agreement among the participants that teaching language for exam purpose is an ineffective approach of language teaching; however, they mentioned that they

were complying with the intuitional and societal interest. Teaching English language from the exam perceptive does not necessarily develop four skills of English language. In the context of Nepal, where examination heavily emphasises writing skills, exam orientated teaching may limit English language learners from other skills. Commenting on teachers' teaching for tests, Swain (1985) stated that, 'It has frequently been noted that teachers will teach to a test: that is, if they know the content of a test and/or the format of a test, they will teach their students accordingly' (p. 43). Swain's (1985) claim has been further elaborated by Alderson and Wall (1993) and Lam (1994). They proposed 'negative washback' effect on teaching which has demonstrable effects on the content of language lessons taught where teachers narrow down the curriculum to those areas most likely to be tested and emphasis those lessons carrying the most marks in the exam. With their introduction of the Washback hypothesis, Alderson and Wall (1993) ascertained that tests have an influence on teaching, or what and how teachers conduct their lessons. They further stated that the depth, content and methods of teaching are also influenced by the test. Thus, the Nepalese EFL teachers are recommended to come out of a shell of teaching English for the examination purpose.

13.1.5 Relating Pedagogical Practices with Quantitative Results

From the conversation with the participants, there was an indication that the large class size, inadequate infrastructure and minimal support from the school leadership have an influence on their teaching pedagogy. Primarily, its influence on three domains of pedagogy was specified: classroom management, student engagement, and instructional strategies. During the interviews, the teachers felt more inclined to lecture-based pedagogy for the smooth functioning of their classroom and maintain discipline. Thus, it becomes important to qualitatively measure teachers' perception on these factors. Tschannen-Moran et al. (1998) stated that instructional strategies, classroom management, and student engagement are the

key elements of teaching pedagogy which is also affected by teachers' self-perceived competence i.e. self-efficacy. The quantitative results reflecting self-efficacy support the interview data. The scale mean for student engagement, classroom management and instructional strategies were 3.40, 3.54 and 3.79 respectively which indicated that teachers perceived less efficacious in student engagement and classroom management, but felt more efficacious in instructional strategies. Onafowora (2004) maintained that efficacious teachers tend to be more confident in their ability to spend more time on instruction, while less efficacious teachers spend more time on maintaining discipline in the class. All of these findings seem to suggest that the large class size, limited infrastructure and support materials and minimal support from the school leadership may have affected teachers' perception of student engagement and classroom management.

13.2 Teacher Related Constraints

The interview participants of this research identified teacher related constraints which are significant in influencing effective ELT pedagogy. According to the participants, inadequate subject matter knowledge and pedagogical content knowledge among the teachers often impeded their teaching. With increased nepotism and favouritism in the recruitment (detailed in section 10.2) and limited opportunities of pre-service and in-service teachers' training (detailed in section 12.1), not all English language teachers in Nepal are subject matter specialists. Thus, there was an agreement among the participants that English language teachers in Nepal may lack depth of subject matter knowledge, relevant skills for teaching, or both. Secondly, the extensive use of mother tongue in ELT classes was reported as another teacher related constraints. English language teachers from the government aided and public schools of Nepal are found more inclined to use native language in their teaching which has limited the opportunity of language exposure among the teachers.

13.2.1 Teachers' Knowledge

The participating teachers in this research indicated that inadequate subject matter knowledge and pedagogical content knowledge often impeded their teaching. On subject matter knowledge, knowledge of English literature, pronunciation, meaning of idioms and phrases, grammatical structures and vocabulary were reported to be challenging. In the same way, on the pedagogical content knowledge, the participants reported that they lack proper training and reinforcement to understand of the processes, practices and method of teaching and learning. Limited English language proficiency and limited knowledge of English context among the teachers were frequently cited by the participants. The participants stated:

Teaching second or foreign language is challenging. Teaching English in Nepal where people do not use this language for day to day conversation is even challenging. I do find difficult to teach some genres of literature like poetry due to insufficient knowledge of rhyme and rhythm. On the top of this, explaining the poem without knowing the background of the poet and the context of the poem written becomes very difficult. IP16

Understanding and explaining English idioms, proverbs and colloquial words is challenging for me. For this, I believe EFL or ESL teachers should understand the English culture. IP8

I believe I need to improve on my English pronunciation. My teaching fluency frequently breaks-down as sometimes I struggle to pronounce certain words. IP6

The participants acknowledged the need of improving their content knowledge. Most of the participating teachers reported that they need to improve their reading habit, develop national and international ELT network, and participate in different trainings and seminars to enhance their content knowledge. In a seminal work of Shulman (1986), he has identified three categories of teacher content knowledge: subject matter knowledge, pedagogical content knowledge and curricular knowledge. In the context of this study, the participants desired to improve their subject matter and pedagogical content knowledge for effectiveness of their teaching. Rowland, Huckstep and Thwaites (2005) described subject matter knowledge as knowledge of the content of the discipline consisting both of substantive (the

key facts, concepts, principles and explanatory frameworks in a discipline) and syntactic knowledge (the nature of enquiry in the field, and how new knowledge is introduced and accepted in that community). Additionally, Even (1990) described subject matter knowledge as a component of the knowledge of a well prepared teacher claiming that a teacher with solid mathematical knowledge will be more effective to help learners achieving a meaningful understanding of the subject matter. Although Evan claimed it for mathematics teaching, the importance of subject matter knowledge among teachers is equally important in ELT too.

Pedagogical content knowledge is more related to the methods and approaches in teaching. Shulman (1986) described pedagogical content knowledge as the knowledge of representing and formulating the subject matter in a comprehensible way. This also included understanding the aspects that make learning easy or difficult. In the same way, Chauvot (2009) defined curricular knowledge as the knowledge of curricular materials which is required to teaching certain topics and ideas. Further explaining curricular knowledge, Fang (1996) detailed that curricular knowledge comprises of knowledge of alternative curriculum materials for a specific subject or topic, as well as the knowledge of the curriculum materials of other subjects or topics concurrently studying by the students. This clarifies that effective ELT is only possible if the teachers are acquainted with content knowledge. For this, they need to have a better understanding of the content they are teaching, methods they employing and programmes designed for teaching.

13.2.2 Extensive Use of Mother Tongue

The extensive use of mother tongue in the ELT classes was reported by the participants, which has significantly impeded the ELT quality in Nepal. English language is hardly used for day to day conversation in Nepal. Thus, teachers are the main and in many instance the only source of English language for the learners. Although, television channels,

movies and the Internet could be very important source for language exposure; limited access to the Internet, television and other resources for the students in Nepal have restricted them to receive target language exposure. In this scenario, over use of native language in the ELT classes limits learners from the target language exposure. Acknowledging this, the participants of this research further detailed that teachers' language competency is a deciding factor for native language use in the ELT classes. A participant from Dailekh reported:

It is obvious that teachers with limited English language proficiency tend to use more native language in ELT classes. If you have limited ability to explain the content in English, easier way is to explain in the native language. IP10

Responses from the participants were also indicating on underprepared teachers and teachers with limited subject matter knowledge and its correlations with excessive use mother tongue in ELT classes. Some participants explained:

If you have not prepared to teach the lesson, you are bound to get confused. Hence, what I have noticed that some teachers use native language to explain the lesson as they have not prepared themselves to explain the lesson in English. IP5

I don't say you cannot use native language in your ELT classes, but it should be carefully used as a tool to assist your teaching. However, what I have frequently noticed that our teachers teach English in Nepali which is a wrong practice. Those teachers who are underprepared and lack content knowledge themselves use more native language in their teaching. For an example, you use native language to explain certain content because either you were not prepared or you do not know an alternative explanation. IP14

The participants agreed that teachers should be conscious enough to use native language in their ELT classes. According to the participants, judicious use of mother tongue assists teachers; however, repeated use of it may deprive learners from the target language exposure. Scholars have contradicting ideas regarding the use of native tongue in second or foreign language teaching. The proponent of monolingual approach (Krashen, 1981; Kellerman, 1995) claimed that the effective second language teaching is only possible if the target language is predominantly used as a language of instruction as extensive use of mother tongue deprives learners of the target language exposure. This can be further supported with Howatt's (1984) principle of EFL teaching who believed that foreign language teaching

should be done exclusively in the foreign language; translation between the mother tongue and the foreign language should be avoided and in bilingual programmes, the two languages should be kept separate. Monolingual theorists also believed that use of mother tongue in the second language teaching increases reluctant nature among the teachers and the learners to rely on the mother tongue only. This increases learners' preference for mother tongue to communicate with their teachers even when they are capable of communicating in English (Atkinson, 1987). On the other hand, multilingual proponents (Cook, 2001; Tang, 2002) support occasional and sensible use of mother tongue in second language teaching. They argue that meaningful use of the mother tongue enhance both learners' and teachers' comprehension of the target language. Cook (2001) also argued that, 'given the appropriate environment, two languages are as normal as two lungs' (p. 23). The proponents of bilingual approach of teaching also argue that the use of the mother tongue saves learners from a feeling of frustration they might have within their foreign language learning. Similarly, Stern (1992) proposed the concept of 'intralingual' language teaching and ascertained that efficient and a quick switch to the mother tongue assists teachers to simplify difficult grammatical concept or unknown words. This benefits learners to achieve desired language proficiency in the target language.

Although there are contrasting ideas regarding the use of mother tongue in second language teaching, extensive use can negatively impacts learners' target language acquisition. The prime example of over use of mother tongue in Nepal is that English language is taught as a subject rather than the language itself. Therefore, the excessive use of mother tongue is identified as one of the key ELT issues in Nepal. Thus, ELT teachers in Nepal should make a conscious effort to minimise the use of mother tongue in their ELT classes.

13.3 Learner Related Constraints

Learners' English language proficiency, motivation to learn the English language and decreased discipline level were reported by the participants to have an influence on their ELT pedagogy. The participants reported that most of the English language learners from the public schools of Nepal have limited English language proficiency. These learners find it difficult to comprehend instructions in English language. Therefore, teachers have to use grammar translation methods to instruct the learners. Similarly, these learners view English as a difficult language to learn and regard it as a subject to pass only. These attitudes among the learners have increased a level of difficulty in ELT. Moreover, the participants also stated that the overall discipline level of Nepalese students has significantly decreased in recent years. The participating teachers felt that students' behaviour significantly challenged them for smooth functioning of their teaching. Disruptive and persistent misbehaviour in the class, disobeying the instructions of the teachers and disengagement in learning were reported by the participants.

13.3.1 Learners' Language Proficiency and Use of Mother Tongue

There was a general agreement among the participants that teachers' frequent use of native language in ELT classes depend on learners' language proficiency. It was felt by the participants that the language proficiency of the students in the secondary grades of Nepalese public schools is below the standard and these learners, in most instances, do not comprehend English to English explanation. Hence, teachers have to use native language to facilitate ELT. One of the Participants from Surkhet stated:

Although, I am aware that native language should not be heavily used in ELT classes, learners' limited language proficiency compels me to use it. If I explain a lesson all in

English, students do not understand. They even request to explain the content in Nepalese language. Therefore, it leaves no choice to me. IP7

In addition to this, the participating teachers also explained that students hardly ask questions, are reluctant to participate in classroom activities and frequently use mother language in their English classes because of their limited English language proficiency. A participant from Dailkeh explained:

My students hesitate to ask questions and remain passive as well. Even though I encourage them to participate in class activities, they tend to ignore it. These learners, on most occasions, use native language to communicate with teachers and peers. I believe learners' language limited English language proficiency is limiting them. IP3

The participants assumed that it is an extra challenge to explain key concept in English medium instruction to those learners with low English language proficiency. Hence, explaining in mother tongue and grammar translation methods were preferred by the participants to enable comprehension among these learners. A study among Nepalese English language teachers and students by B. K. Sharma (2006) indicated that both teachers and students preferred the use of native language to achieve different pedagogical purposes. The study also reported that requirement of native language in ELT depends on learners' language proficiency. According to Dearden (2014), owing to low English language proficiency among the learners, English medium instruction limited Turkish learners to comprehend key concepts and knowledge of the subject studied and reduced classroom participation. The findings of this study suggested that teachers' adoption of CLT methodologies can be constrained by learners' poor/limited English language proficiency.

13.3.2 Less Motivated Learners

Most of the participants from the public schools revealed that their students lacked motivation in English language learning. Likewise, English language learners in Nepal regard English as a subject to pass, rather than a language to learn. The confined use of English

language within the classroom context only can be one of the reasons for this. Fear of failure, criticism from peers and teachers and lacking confidence to use the language may be associated with learners' lack of motivation. Similarly, underprivileged societies of Nepal do not place much value for English education. This also may have contributed in demotivating learners to learn English language. The participants expressed:

My students hesitate to communicate in English as most of them are passive listeners. They hardly ask questions in the class and involve in classroom activities. Even I encourage them, hardly anyone responds. Students have hidden fear that they will be wrong and if they start communicating in English and their friends will laugh at them. Thus, they prefer to remain silent. This unwillingness among the learners is definitely not beneficial for ELT. IP6

There is a misconception among the learners that English is a difficult language to learn. I believe their aspiration to learn the language is to pass the tests. What I have also noticed that most of the students learn English language because they have to as it is incorporated in the curriculum. IP12

Most of the parents of our students are uneducated and they are not aware of the current need of English language in this globalised world. Thus, it is obvious that their children also do not value English language much. IP10

From the view of the participants in this research, there is a triangular relationship between learners' motivation, teachers' effort and effective teaching and learning. If the learners are highly motivated to learn, teachers put more effort in teaching, consequences of which effective teaching and learning will be possible. Conversely, if the learners are less motivated, teachers are inevitable to feel exhausted, eventually influencing teaching and learning. This relationship among learners' motivation to learn, teachers' effort and effective teaching and learning has been presented in Figure 13.2.

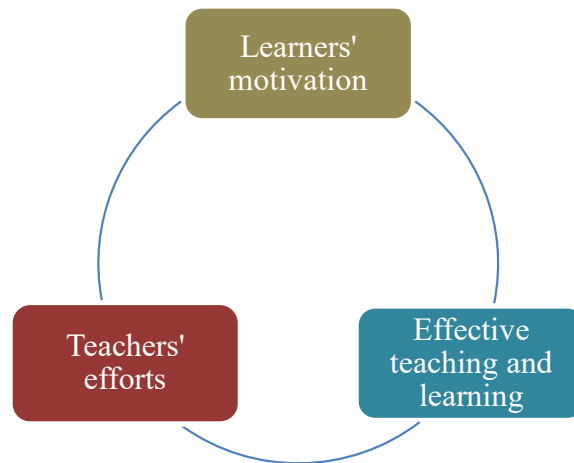


Figure 13.2: Relationship among learners' motivation, teachers' effort and effective teaching and learning.

Analysing the perception of the participants, learners' self-efficacy is probably one of the reasons which has affected their motivation to learn English language. Learners tend to feel shy to use English language as they are anxious of failing. Self-efficacy theorist Bandura (1993) stated that people with low sense of self-efficacy dwell on their own deficiencies and obstacles than concentrating on how to perform the task successfully; thus can easily lose faith on their own capabilities. Learners' belief on their own capabilities to perform the task determines their level of aspirations and persistence to complete it (Dornyei, 1998). For this reason, if learners start believing that they are not capable of doing the assigned work, they tend to lose their motivation in doing the work. Moreover, high anxiety, low self-confidence, teachers' negative attitude towards students and non-supportive classroom environments damage students' willingness to learn (Dislen, 2013). For these reasons, low self-efficacy among the learners may have contributed to their being passive learners and increased their unwillingness to participate in the class. Moreover, teaching methods, particularly teacher-centred approaches, adopted by Nepalese EFL teachers can be another reason for less motivated learners. Researchers have found that learners' focus in the class drastically decreases in just 10-20 minutes if the instructor follows lecture-based pedagogy (Penner,

1984 cited in Cuseo, 2007; Verner & Dickinson, 1967). Similarly, learners tend to lose their motivation if the language teaching over focuses on writing skills only with uninteresting materials (Bahous, Bacha & Nabhani, 2011). The participants also felt that most of their students are not aware of the importance and practical need of English language in their life, hence, lack motivation in learning English. For this reason, it is important for language learners to see practical purposes of learning the language (Dorneyi, 1990, Oxford, 1996) and relate it with their future career options (Bahous et al., 2011) to keep them motivated in learning the target language.

13.3.3 Decreased Discipline Level Among the Learners

Decreased discipline level among the learners was frequently cited by the participants as one of the negative influences on effective pedagogy. From their observation, the overall discipline level of Nepalese students has deteriorated from bad to worse in the last 10 years. Disruptive and persistent misbehaviour in the class, disobeying the instructions of the teachers, disengagement in learning, being late or skipping the whole class and school were reported by the participants. Such behaviour from the students have increased challenges on teachers and have hindered effectiveness of teaching and learning. The participants reported these difficult students not only impede their own learning, they also hinder the learning opportunities of fellow students. The participants reported:

Not doing homework, irregular in the classroom and school, disturbing smooth functioning of the class, abusing fellow students (especially female students are more abused from male students) are common disciplinary issues I have notice. What I have also noticed that students these days have become more aggressive. For an instance, a student in my hometown failed in grade 8 examination and he believed that the school principal was responsible for his failure. So, he stabbed his school principle. IP9

In the large classes we have, it takes a lot of time and effort to maintain discipline. I have frequently experienced that students these days have become more rebel. They don't want to abide by rules and regulations. Verbal and physical aggression to fellow students and even to teachers can be widely noticed. IP4

From the conversation with the participants, there was an indication that persistent misbehaviour among the learners significantly hinders smooth functioning of the class. Suslu (2006) asserted that teachers more focused on handling the challenging issues in and outside the classes become exhausted, which also hinders their teaching. This view of the participants can also be supported by Barton, Coley and Wenglinskys (1998) as they claimed that a small misbehaviour from the students is sufficient to frustrate the teachers which also have negative impact on effective teaching and learning process. Similarly, research have also identified that students' misbehaviour and disciplinary issues is related with teachers' work stress (Chan, 1998; Lewis, Romi, Qui & Katz, 2005) and burnout (Blase, 1986; Friedman, 1995). In another study, Sullivan, Johnson, Owens and Conway (2014) found that Australian teachers reported significant challenges from persistent misbehaviour by the students. They further described that avoiding doing schoolwork, disruption in teaching, disengaged from classroom activities, talking out of turn, being late for the class and using mobile phones inappropriately were the challenges faced by the teachers. The view of the participants and the research literature indicated that students' misbehaviour and disciplinary issues pose several problems for teachers, such as burnout, work stress, poor classroom management and so on.

In this section, we are only maintaining that students' misbehaviour and disciplinary issues have impeded ELT quality in Nepal. But, we are not reporting the causes and reasons of students' misbehaviour and forwarding strategies to overcome it. This can be another topic for future research.

13.4 Conclusion

This chapter identified that ELT pedagogy in Nepal is affected by schools, teachers and learners level constraints. These constraints are significant in limiting ELT pedagogy and teachers' adoption of communicative approaches in language teaching. Though the teachers

desire to implement communicative approaches in language teaching; issues in the schools like crowded classes, limited infrastructure, unsupportive school leadership and pressure to teach for exam constrained teachers to adopt traditional teaching methodologies. On teachers' level, teachers' content knowledge which included subject matter knowledge, pedagogical content knowledge and curricular knowledge were identified as a concern.

The participants explained that teachers' with limited English language proficiency, poor subject matter and content knowledge are more inclined to use traditional teaching methodologies and extensively use native language in their ELT classes. Thus, teachers were suggested to actively engage in self-professional development to enhance their language proficiency and content knowledge. Teachers were recommended to improve their reading habit, prepare the lesson and materials before teaching, sought for school-based provision of professional development, aspire for social learning and collegial support, receive teachers' trainings, and build a network with national and international ELT experts and so on.

Finally, learners' attitude towards English language learning including, frequently use of native language and disciplinary issues were reported as learners' level constraints. Learners from the government aided schools of Nepal believe English is a difficult language to learn. Therefore, in most cases, they treat English as a subject to pass. These learners were reported to be unaware of the importance and practical needs of English language learning which has influenced their motivation in learning the English language. Lastly, increasing misbehaviour and disciplinary issues among the learners were identified as influencing factors limiting effective ELT. Disengagement in learning, disobeying teachers, disrupting in teaching, avoiding school and homework were described as behavioural issues which significantly hindered smooth functioning of the class and implementation of effective pedagogical practices.

Part C: Conclusion

Chapter Fourteen:

Conclusion and Recommendations for Improvement

14.0 Introduction

This chapter presents the overall conclusions of this research and relates the findings to answer the first research question, ‘What are the issues and challenges that have an impact on English language teaching in Nepal? The findings of this research have implications for ELT pedagogy from system level to actual classroom teaching level, contributing to the improvement of ELT education in Nepal. Furthermore, CLT and Bourdieu’s (1991) symbolic power theory are the key theoretical lens employed in this research. Hence, the findings of this research are reviewed in relation with the theoretical frameworks adopted. Finally, this thesis concludes with the recommendations for improving the ELT quality in Nepal. The recommendations section addresses the second research question of this research, ‘How can ELT in Nepal be improved?’ The recommendations for improvement in this research will provide practical solutions for the ELT education reform in Nepal; thus this research is beyond an abstract study.

14.1 Overall Conclusion from the Qualitative Results

The original purpose of this study was to explore issues and challenges affecting ELT in Nepal. ELT education in Nepal, mostly in the public schools, has not yielded pleasing

results. Although the government of Nepal emphasises ELT and several efforts have been made to improve teaching and learning quality, the anticipated improvement has not been gained as learners' proficiency remains below satisfactory. Thus, efforts to enhance ELT will not yield positive results, unless we have comprehensive understanding of the issues and challenges. Therefore, exploring the ELT issues and challenges from the perspectives of teachers, this research has a potential to positively improve English language teaching and learning in Nepal.

The qualitative findings of this research revealed that the ELT issues and challenges in the Nepalese education context are multifaceted and complex. Policy level shortcomings, wider social and economic structures, social perception of the low status of teachers, inadequate infrastructure, resources and materials, limited funding for education and factors affecting teachers' motivation, traditional teaching approaches, teaching for exam, extensive use of mother tongue were some of the key issues and challenges identified. These multifaceted and complex issues and challenges reported by the participants needed a meaningful exploration; hence a pyramid structured issues hierarchy (See section 7.3) was developed after the analysis of qualitative data. The pyramid structured issues hierarchy indicated that ELT issues in Nepal can be observed on top-down hierarchy, i.e. from the bureaucratic level to the classroom pedagogy level.

Even though the primary aim of this research was to explore issues and challenges particular to ELT pedagogy, analysis of the qualitative data indicated that teachers' pedagogical practices are negatively influenced by overall educational issues and challenges too (See section 4.2 for detail). The qualitative data revealed that the bureaucratic decisions for education management such as education policies, teacher management, infrastructure and resources development, funding for education, teachers' professional development have negatively influenced ELT pedagogical practices. Similarly, wider social and economic

structure of Nepal, for instance, parents' and community education and economic status also affect the English language education. Since comprehensive understanding of the wider education context in Nepal was felt essential, this research focused on investigating two dimensions of ELT issues and challenges in Nepal: Issues and challenges particular to ELT pedagogy and overall educational issues.

The findings of this research propose realistic and evidence-based solutions to improve ELT education in Nepal. Moreover, some of the general educational issues identified and discusses such as education policies, funding for education, inadequate infrastructure and resources, wider social and economic structures may have implications to improve other aspects of education too. The pyramid structured issues hierarchy, displayed in Figure 14.1, has unfolded ELT issues and challenges at different levels of the education system.

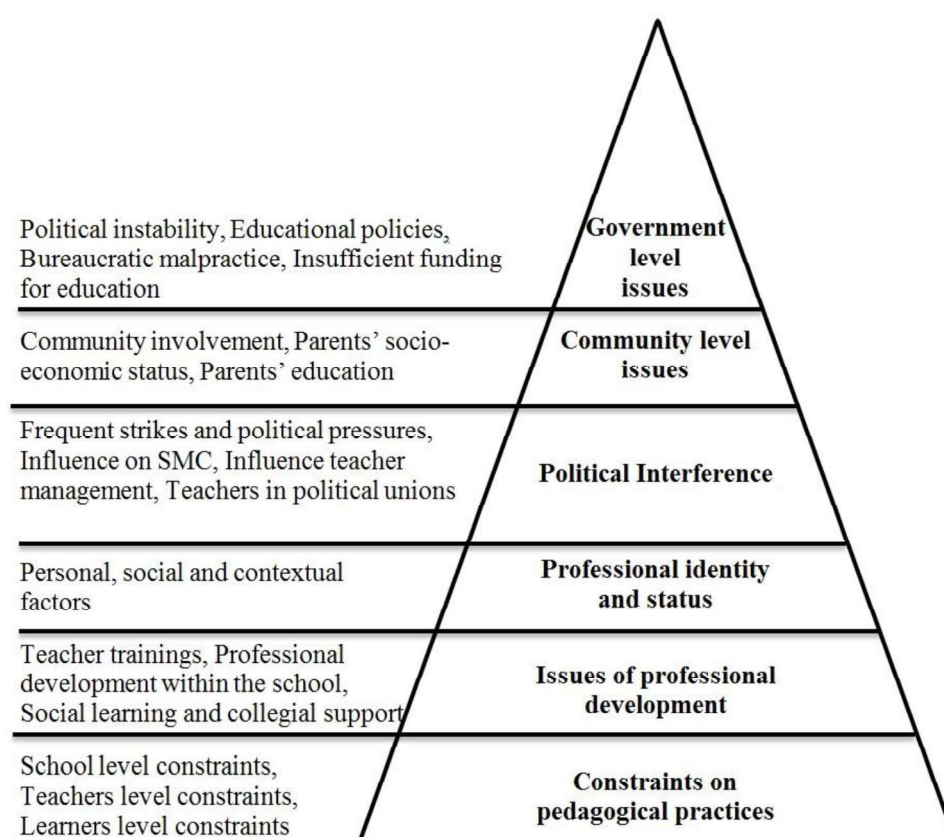


Figure 14.1: A pyramid structure issues hierarchy developed after the analysis of qualitative data.

14.1.1 Government Level Issues

The participants believed that policy level issues from the government, for instance, ELT policies, limited funding, inadequate infrastructure and resources significantly influence English language teaching and learning. In the same way, insufficient monitoring, evaluation and feedback from the government agencies and systemic corruption were also specified as major challenges. At the government level, bureaucratic instability was identified as one of the major issues. The bureaucratic failure has resulted in policy implementation uncertainty, inadequately implemented systemic plans and policies, and increased systemic corruption. Furthermore, insufficient and inappropriate school buildings, library, teaching materials and resources were the common problems identified by the participants. In spite of the fact that education sector receives significant share of budget, physical infrastructure, resources and teachers' capacity development are the least prioritised. Most of the education budget is spent on teachers' salary; consequently, infrastructure and resources receive minimal financial investment. Therefore, the participants expected the government to have definite plans and investments to develop infrastructure and resources in the schools. The participants also claimed that without proper infrastructure, resources and professional development, the targeted/desired ELT outcomes cannot be achieved.

14.1.2 Community Level Issues

The participants during the interviews depicted non-responsive parents, community and SMC as influential factors that limit ELT in Nepal. The socio-economic status and literacy of the parents and the community members were regarded as influential issues. As observed by the participants, most of the parents in the government aided schools or the public schools fall under low socio-economic status. These parents have ongoing problems

for day to day survival. The participants also reported that the parents from low socio-economic background tend to expect their children to assist them in running the family. For instance, school going children in Nepal often have to take care of their younger brothers and sisters, prepare daily meals, graze cattle and even engage in income generating work. The participants also stated that low socio-economic parents do not perceive education as the solution for their economic problems. Hence, they have to choose money for living rather than education. Moreover, illiteracy among the parents and the community is another reason for their declined preference for education. The participants indicated that illiterate parents and the community have minimal contribution in the functioning of the school and poor parent-teacher mutual collaboration. Parents and community support is fundamental in improving education quality (Henderson & Mapp, 2002) which also enhances smooth functioning of the school and accountability among the teachers (Mulford, 2003). Similarly, less educated parents have limited ability to guide, motivate and supervise their children. Hence, economy and illiteracy among the parents and the community has been reported as barriers to the improvement of ELT quality in Nepal.

14.1.3 Political Interferences

The participants revealed that political interventions and interferences are counter-productive to the educational development in Nepal. Different political parties and their sister organisations frequently announce strikes to meet their respective political objectives. Schools are forcefully shut down and no teaching and learning is possible during the strike. Similarly, school premises and students are frequently used for mass gathering of political parties. Surprisingly, most of the teachers and the students themselves are party cadres and have their respective political sister organisation in schools. These teachers and students frequently ignore teaching and learning activities during the programmes of their respective

political parties. Also, most of the SMCs are politically formed as political parties desire their cadres to lead SMCs. These politically formed SMCs are believed to have influenced nepotism and favouritism in teacher recruitment and transfer.

14.1.4 Professional Identity and Status

The importance of teachers' professional identity and status to improve education quality was consistently cited by the participants. In their view, teaching is no longer a noble profession in Nepal, which has negatively influenced their teaching behaviour. The participants attributed the declining professional identity and status of the teaching profession to the teachers themselves. For example, incidents of teachers involved in socially unacceptable behaviour such as smoking and drinking alcohol in public, physically abusing students, and active involvement in political activities were reported by the participants. In addition, the misconduct and unethical behaviour of a proportion of teachers was believed to defame the whole teaching profession. Similarly, frequent criticism of the teaching profession by the community and the Nepalese media has diminished the professional identity and status of the teaching profession. As reported by the participants, the Nepalese media tend to cover news of teachers' bad behaviour, but hardly portray positive images of teachers and the teaching profession. This has significantly influenced the perception of the people and the teachers themselves of their identity and status. Likewise, challenging working conditions for teachers, including minimal salaries and incentives, high workload and job insecurity, were identified by the participants to negatively influence Nepalese teachers' identity and status.

14.1.5 Professional Development

The interview participants of this research also specified limited opportunities for professional development in Nepal, which does not contribute favourably to ELT quality. Professional development programmes in Nepal are inadequate, traditional and irregular, which fails to address the professional needs of EFL teachers. Primarily, the participants indicated that pre- and in-service teacher trainings in Nepal are not sufficiently practical to address existing ELT issues and challenges. These participants raised questions on the quality of trainers, the regularity, uniformity, and outcomes of the trainings. In the same way, the participants also expressed that the under-resourced schools, restricted social learning and collegial support and non-influencing school leadership and the community have further narrowed the opportunities of professional development among the EFL teachers. There was a general consensus among the participants on inadequate and traditional professional development opportunities. They believed that the current approach of professional development is more hypothetical; thus desired for regular and timely professional development programmes which should address the ELT needs of our own.

14.1.6 Constraints on Pedagogical Practices

The analysis positioned constraints on pedagogical practices as a micro unit of issues hierarchy; however, classroom pedagogy is of significant importance for discussion. Several issues and challenges were reported to affect effective ELT pedagogy. These issues and challenges were further categorised into three levels: school, teachers and learners. On the school level, the participants revealed large class size, limited infrastructure and resources, unsupportive school leadership and pressure to teach for exam encourage the use of traditional lecture-based approach. Although the curriculum recommends the employment of

communicative approach to language teaching, the participants mentioned that traditional lecture-based teaching, in most occasions, is the only suitable approach for ELT in Nepalese context. On the teachers' level, extensive use of mother tongue and limited pedagogical and subject matter knowledge among the teachers were detailed. Likewise, on the learners' level, decreased discipline level among the learners, less motivated learners to learn English language and maximum use of mother tongue among the learners in ELT classes were described. These issues were reported to considerably limit classroom practice of English language pedagogy in Nepal.

14.1.7 ELT issues are interrelated

This research discussed the issues and challenges affecting ELT in Nepal on a top-down hierarchy: from the systemic to the actual classroom teaching issues. The analysis also indicated that the issues and challenges limiting ELT do not exist in isolation; rather they are interrelated. The issues affecting classroom pedagogy are difficult to separate from other issues in the top hierarchy levels. The Figure 14.2 exemplifies the relationship among the issues at different levels of the education system. Limited funding in the education results in the inadequate development of infrastructure (for example, limited school buildings) due to which school administration has no choice than accommodating the maximum number of students in a single class. Literature and the results of this study (please refer to section 13.1.1.1) have indicated that teachers prefer to adopt lecture-based pedagogy if the class is overcrowded (Cuseo, 2007; McKeachie, 1980). For this reason, the participants believed that improving a level in the issues hierarchy would have limited influences on ELT quality, thus desired for a holistic improvement in all the levels of the education system.

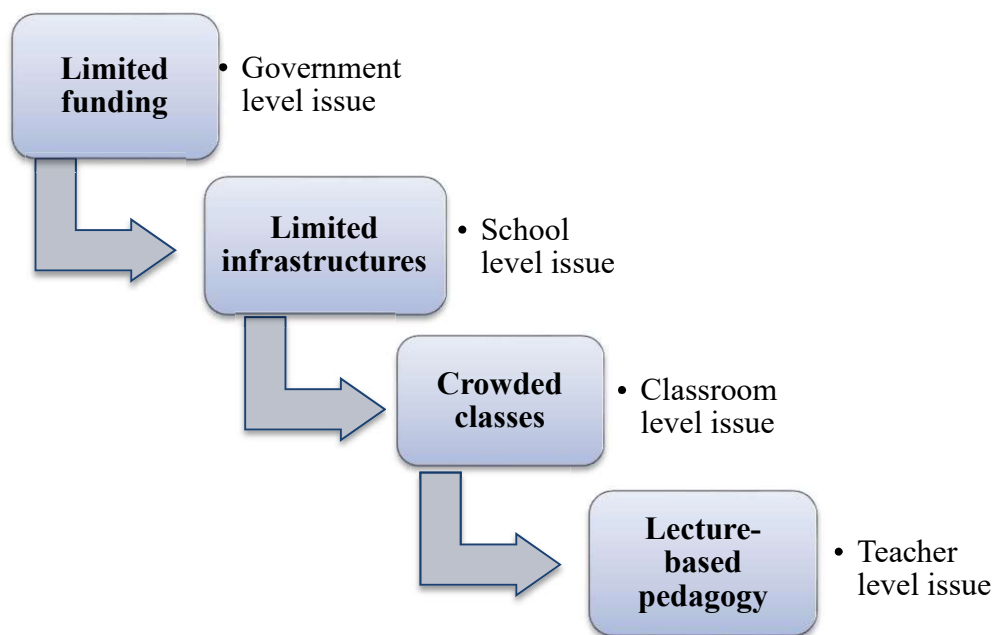


Figure 14.2: Relation between the issues from the top to the bottom of the hierarchy.

14.2 Overall Conclusion from the Quantitative Results

Descriptive and correlation analysis techniques were used to analyse quantitative data. Mean scores were calculated and analysed to determine teachers' self-efficacy, motivation and self-reported English language proficiency in 5-point Likert scales. Similarly, Pearson's product moment-correlation coefficient r was computed between different variables to describe the strength and direction of the linear relationship between variables.

The mean scores for three domains of self-efficacy, student engagement, classroom management and instructional strategies were 3.41, 3.54 and 3.79 respectively. The descriptive analysis revealed that Nepalese secondary ELT teachers' felt less efficacious in student engagement and classroom management than instructional strategies. Large class size and under-resourced schools in Nepal may have affected the participating teachers' perception of engaging and managing the students.

Teachers' self-reported English language proficiency was analysed to determine their self-perceived proficiency in four language skills: listening, speaking, reading and writing. The mean scores for listening, speaking, reading and writing skills were 3.11, 3.61, 3.88 and 4.25 respectively. The findings suggested that teachers rated themselves less proficient in listening and speaking skills compared to reading and writing. From the conversation with the participants, there was an indication that speaking skill is not prioritised in Nepalese ELT context whereas writing skill is heavily emphasised. This may have influenced the participants' perception of being less proficient in speaking skill and more proficient in writing.

Moreover, the study also revealed that English language teachers in Nepal are highly demotivated within the profession. Teachers' motivation was measured in eight item scales: workload and challenges, remuneration and incentives, recognition and prestige, career development, institutional environment, voice, learning materials and facilities and accountability. The descriptive analysis indicated that remuneration and incentives ($M=1.57$) and workload and challenges ($M=1.75$) were indicated as the most demotivating factors. Although the other item scales had slightly higher mean scores, they were not high enough to suggest that Nepalese EFL teachers are motivated in their profession.

The correlation analysis of the quantitative data demonstrated that the dependent variable (teacher self-efficacy) and other independent variables (self-reported English language proficiency and motivation) were strongly correlated. These results revealed that efficacious teachers perceive themselves more proficient in their language abilities and are highly motivated in their teaching.

14.3 Relating the theoretical frameworks with the findings

14.3.1 Implementing CLT in Nepalese English classes

Despite the fact that CLT has been emphasised in the Nepalese curriculum and textbooks are designed accordingly, the participants of this research expressed their difficulties in implementing CLT in Nepalese English classes. These participants indicated contextual influences limiting effective CLT practices. Large class size, limited infrastructure, materials and resources, inadequate teacher training, learners' low English language proficiency, test-orientated teaching, and learners' and parents' belief of effective English language teaching were some of the key contextual issues identified in this research. The findings of this research are consistent with the findings of Chang and Goswami (2010), Kumar et al. (2013) and Jarvis and Atsilarat (2004) who revealed similar issues and challenges limiting effective CLT implementation in their respective ELT contexts.

The main aim of CLT is to develop learners' communicative competence in an authentic context (Larsen-Freeman, 2000; Richards & Rodgers, 2001); and to achieve this goal the teacher use activities such creative role plays, simulations, dramas, games, projects and so on (Breshneh & Riasati, 2014). Regardless of this, the participants specified that they are caught between the curriculum direction and the Nepalese English language teaching context. Here, I will briefly discuss some of the contextual factors limiting CLT practices in Nepal.

Large class size: The participants reported that even though they are acquainted with the skills and knowledge required for effective CLT, it is near impossible to implement CLT in large classes. Large classes have been one of the major challenges in Nepalese English classes (Bista, 2011; Shrestha, 2008b). There are more than sixty students in a class in most of the Nepalese government aided schools which is not considered as an ideal classroom size

for language teaching. Expressing their difficulties in implementing CLT in large classes, teachers stated:

I am trained in using CLT; despite this I am not comfortable in implementing it because of the number of students in my classes. If I intend to engage my students in communication, the class becomes very noisy and classroom management becomes a significant problem. Thus, I prefer lecture method so that maintaining discipline in the class will be easier. IP5

Curriculum recommends implementing CLT, however conducting activities such as role play, drama, and dialogue becomes extremely difficult in large classes. IP15

The participants also pointed to their inability to provide individual consultation and feedback to the learners because of large classes. According to McKeachie (1980), class size and teaching methods adopted by teachers are interrelated. Teachers in the large classes rely more on lecture methods of instruction and are less likely use CLT (Cuseo, 2007; McKeachie, 1980), while effective CLT is more fruitful in small classes (Diamantidis, 1998). This illustrates the importance of small class size for effective CLT.

Limited infrastructure, materials and resources: Infrastructure, resources and materials have always been a significant problem in the Nepalese education system. Most of the educational institutions in Nepal lack language learning labs, adequate libraries, computer and internet which are essentials for ELT (Bista, 2011). Consistent with this, the participants of this research acknowledged that availability of limited infrastructure and resources and materials have limited them to introduce CLT in their classes. One of the participants from Surkhet forwarded an example to support his view:

Developed countries around the world have extensively used technology to enhance CLT, whereas we teachers receive chalk and duster only. We hardly receive additional support materials to enhance our teaching. Large student number is a problem but unavailability or limited infrastructure, materials and resources have compound the issue. IP7

The participants self-confessed that lack of infrastructure, resources and materials compel them to adopt traditional approaches in teaching. The view of the participants equally corresponds with the literature which indicates that school resources and teachers'

pedagogical preferences are inextricably intertwined (Khumalo & Mji, 2014; Menon, 2008; Park, 2012). Limited infrastructure, inadequate classroom resources and absence of learning materials significantly affect teachers' pedagogical approach in teaching (Menon, 2008). For this reason, it is important to equip teachers with support materials and resources so that they can effectively implement the pedagogical approaches they prefer.

Teacher training: Teacher training in Nepal has been a slow process. Moreover, its regularity, quality and uniformity have always been under question. According to Pant (2012), most of the teacher trainings in Nepal are developed overnight including the content that comes on the top of the trainers' head rather than analysis of teachers' needs. Thus, these theoretical trainings hardly reinforce teachers and fail to address the real classroom teaching issues and actual needs of the teachers. The participants expressed that either they did not receive teacher training regularly or the trainings events that they have attended fail to support them. One of the participants detailed his experience:

Most of the teacher trainings in Nepal are designed as if 'one model fits all.' A trainer or a training organisation organise training in different parts of the country with the same training content and materials. Hence, these trainings fail to address the need of English language teachers teaching in different scenario. IP 14

Similarly, participating teachers also indicated on lack of training opportunities after curriculum and textbook modification. A participant from Dailekh stated:

Policy makers keep on modifying and changing the curriculum; however teachers are hardly reinforced with trainings to adopt the changes. CLT is still a new pedagogical practice in Nepal and teachers are still using traditional approaches because they have not received sufficient trainings to incorporate CLT in their teaching. IP16

According to Spicer-Escalante and deJonge-Kannan (2014), participating teachers of their study who were reluctant in using CLT changed their perception after the training and started to adopt CLT in their classes. In the same way, Steele and Zhang (2016) believed that CLT practices cannot be improved without the development of training activities for English teachers. They also recommended enhancing teachers' knowledge about the cultural

backgrounds of English-speaking countries and communities for effective CLT implementation. Therefore, it is important to reinforce teachers with trainings to enhance their ability to incorporate CLT in their teaching.

Learners' low English language proficiency: The findings of this research indicated that teachers' adoption of CLT can be constrained by learners' low English language proficiency. Implementation of CLT can be effective among the learners with high English language proficiency. Learners' with high English language proficiency can actively participate in classroom activities. They can utilise their English language knowledge to develop communication with peers and teachers. On the other hand, the participants believed that learners' with poor English language proficiency are usually unresponsive and hesitant in classroom participation. One of the participants explained:

Owing to low English language proficiency, my learners' are reluctant in classroom participation. Even though I encourage them, they hardly respond. I believe that the learners do not participate because they have a hidden fear of being embarrassed in front of their friends if they commit mistake. IP1

The interview also revealed that explaining key concepts in English medium instruction becomes difficult to the learners with low English language proficiency.

Since my students find it difficult to comprehend English medium instruction, I tend to use mother tongue and grammar translation method to enable comprehension. Even though curriculum emphasises CLT in teaching, its application in Nepalese classes is difficult. IP13

From the view of most of the participants and the literature, it is evident that effective implementation of CLT rests on learners' language proficiency (Huang, 2016; Littlewood, 2013). Students' with poor or limited English language proficiency either use the mother tongue or only minimal English rather than trying to make an effort to enhance their English competence (Littlewood, 2013). Hence, students' inadequate English language proficiency impedes teachers CLT adoption.

Test-orientated teaching: In Nepal, learners' pass percentage is widely believed to be an indicator of effective teaching. Therefore, schools and teachers conduct extra classes, private tuitions and coaching. The idea of these extra classes is to enable learners to pass the exam where past examination questions are widely used as learning materials. The participants reported that learners regard English as one of the difficult subjects to pass, hence they have to focus on test-orientated teaching in the interests of the school, learners and parents. One of the participants highlighted why teachers follow test-orientated teaching:

Since learners' pass percentage is related with teachers' quality and effective schooling, enabling the learners to pass the exam is a face-saver for teachers. Although, the national curriculum guides us to use CLT, the interest of learners and parents remains on passing the national level examination with ease. IP6

The participating teachers revealed that they extensively emphasise rote memorising activities to enable the learners to pass. Even though this approach is contrasting to CLT and does not address the need of the Nepalese ELT curriculum, the participants expressed that they were complying with the societal interest. According to Anderson and Wall (1993), teacher teaching for test compromise with the depth, content and methods of teaching which is consistent with this research findings. It was evident from the participants that traditional teaching methods were adopted by the Nepalese English language teachers to enable the learners to pass examinations at the expense of developing learners' communicative competence.

Learners' and parents' belief of effective English language teaching: Teachers have a definite role in CLT. In traditional teaching approaches, teachers dominate the learning process, while Larsen-Freeman (2000) stated that teachers act as a facilitator, counsellor or co-communicator in CLT. The main aim of the teacher should be engaging students in communicative activities such as dialogue, role play, drama, games and so on (Breshneh & Riasati, 2014). The Nepalese education context is contrasting to this philosophy. Culturally, teachers are assumed to be a source of knowledge, hence they are regarded as knowledge

givers and learners are understood to be knowledge receivers. Students and their parents widely believed that teachers should perform all the teaching activities and learners should acquire the knowledge silently. The participants of this research observed that students appreciate those teachers who write readymade answers on the blackboard or dictate notes for them. The participants also referred to some contexts where interacting with teachers and asking questions are believed to be culturally inappropriate. Hence, according to the participants the learning culture in Nepal also influences CLT implementation in teaching and learning.

From this analysis, it became evident that several challenges have restricted Nepalese English teachers' implementation CLT in their teaching. Even though CLT has been emphasised in the national curriculum, its effectiveness is doubted because of the contextual issues such as large class size, limited infrastructure, resources and materials, teaching for test, learners' low English language proficiency and so on. Thus, the policy makers in Nepal should consider these fundamentals to ensure effective implementation of CLT.

14.3.2 Bourdieu's Symbolic Power Theory

This research revealed 'top-down' influences in the Nepalese ELT pedagogy. The participants of this research indicated that the ELT pedagogy is influenced by the issues in the school management, social and cultural management and overall education management which has been discussed with the help of pyramid structured issues hierarchy (See section 7.3 for detailed explanation).

Bourdieu (1991) defined symbolic power as a sense of belief in an individual that either he/she feels powerful to dominate or powerless and thus be dominated in a social field. Hence, both dominator and dominated individual acknowledge the legitimacy of power and develop a sense of belief of the hierarchical relations in relation to the power they possess in

a social world where they interact (Bourdieu, 1991). Revisiting the pyramid structured issues hierarchy through the lens of Bourdieu's (1991) symbolic power theory; it became evident that the participants of this research believed themselves powerless in educational hierarchical relations. The participants also felt that the government and the community level stakeholders are on the top of the hierarchy, hence are the most powerful and influential agents in educational decision making.

The participants also criticised the top-down education system for neglecting teachers' opinions in policy making and attributed the centralised decision making mechanism for limiting teachers' autonomy. One of the participants illustrated the scenario as:

Teachers' views are hardly considered in decision making, hence most of the educational decisions lack through need analysis of school, teachers and classroom. Nepalese policy makers view teachers as policy implementers only, where teacher don't have their say. IP4

There was a general consensus among the participants on teacher position in the educational hierarchy, i.e. bottom of the hierarchy. According to Buchanan (1993), an individual's symbolic power rests on their perceived hierarchy in a social world. The participants of this research believed themselves placed at the bottom of the educational hierarchy, thus they felt ineffective and incapable in bringing about educational reform. Since the educational reform practices in Nepal are initiated from the top of hierarchy; the participating teachers refused to take sole ownership of its failure as well.

A possible approach for the education reform in the Nepalese ELT context could be a greater focus on the bottom-up approach. Since teachers are the key agents for the successful implementation of education policies, their ideas and opinions should be incorporated in decision making. Thus, encouraging collaborative practice in policy making and implementation can lead to a successful education reform. Practice of incorporating ideas and

opinions of teachers in policy making and increasing their autonomy in decision making can enhance their sense of involvement with and ownership of the education system.

14.4 Recommendations for Improvement

Recommendations for improvement address the second research question, how ELT in Nepal can be improved? Several recommendations were made by the participants for improving ELT quality in Nepal. The issues hierarchy developed in this study also suggested the possibility of ‘top-down’ approach for the education reform. Systemic reform such as introduction of definite policies and proper investment for resources and infrastructure development seemed reasonable to attain the anticipated ELT quality. Despite this, the participating teachers of this research believed that they do not have power, autonomy and capabilities to influence systemic changes for education reform; however, they believed that additional efforts from teachers themselves can be decisive in improving ELT in Nepal. For this reason, this research recommends ‘bottom-up’ approach for improving ELT in Nepal. The current practice of ‘top-down’ approach for education reform seem to have limited applications; therefore, ‘bottom-up’ approach can bring the desired outcomes. Before discussing the ‘bottom-up’ approach, I argue that ‘top-down’ strategies for reform have limited effects in Nepal for several reasons with the help of figure 14.3 below.

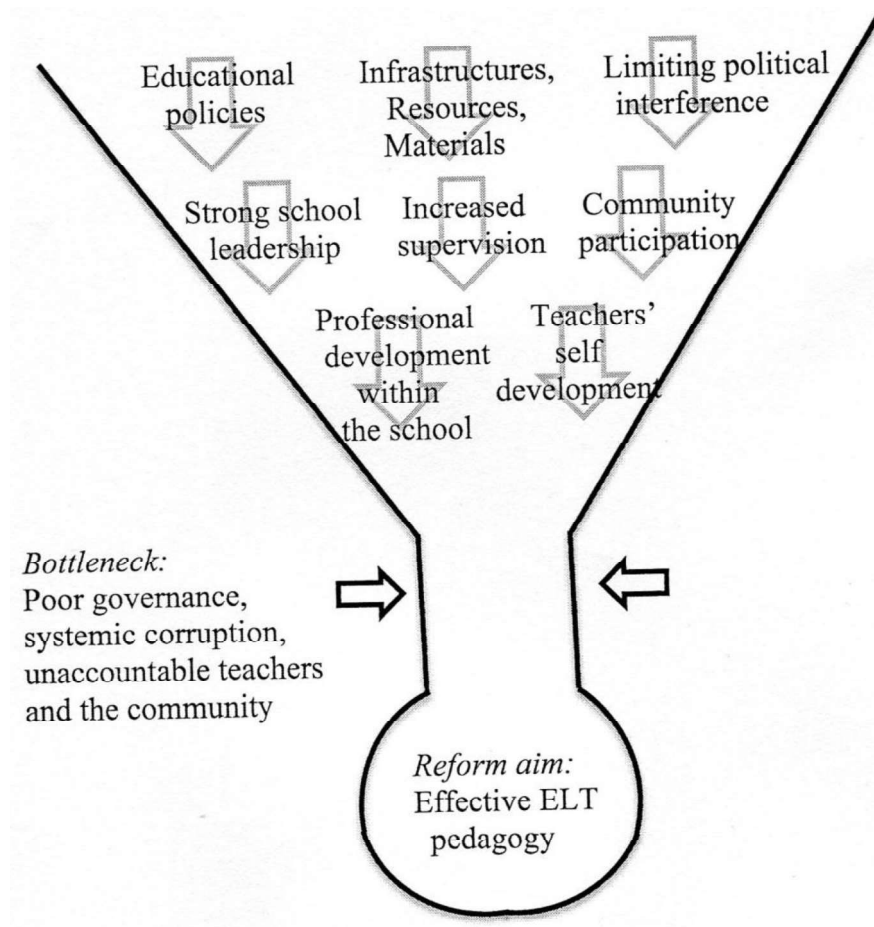


Figure 14.3: Bottleneck effect for education reform in Nepal, adapted from Cheng (2009).

Although several recommendations for improvement were made by the participants, ‘top-town’ reform in Nepal has not yet been effective and successful. The bottleneck effect indicated in figure 14.3 significantly affects effective implementation of ‘top-down’ education reform in Nepal. Some issues have been identified to have created the bottleneck effect. Firstly, the ongoing issues of governance and political instability in Nepal have negative consequences in policy implementation. Frequent changes in the government leadership have resulted in bureaucratic instability and policy implementation uncertainty (MoF, 2014). Secondly, systemic corruption also impacts policy implementation and the development of resources and infrastructure. The impact of corruption in the Nepalese education system has been discussed in the section 8.3.1. Lastly, extensive political

interferences (See chapter 10.0) in the Nepalese education system also limit the effectiveness of policy implementation. Relevant literature also indicated that the ‘top-down’ approach has limited influence on education reform (Fullan, 1994); rather, effective blending of ‘top-down’ and ‘bottom up’ approaches (Fullan, 1994; Hopkins, 2011) can yield effective results.

I also argue that the micro units for education reform, teachers and school leadership, should not always rely on the government for the reform. The participants’ view suggests that if the government is reluctant for change, teachers themselves can initiate education reform. Even though Nepalese teachers and schools in Nepal are in underprivileged circumstances, additional efforts from the teachers and the school leadership can be vital in improving education quality. The participants of this research also believed that a teacher or a school can set an example with improved academic achievements. For these reasons, suggesting the ‘bottom-up’ strategies of education reform, this research purposes that the reform should start from teachers and then move up the hierarchy: school leaders, the community and the government.

14.4.1 Reform from Teachers

Teachers are an important link between policy and education practice. Teachers’ role is central for the effective implementation of education policies. School infrastructure, class sizes, new examinations, curricula, and parents support have the secondary influence on learners; however, teachers who put efforts to implement and interpret policies, and perform the teaching act in closed classroom context have the primary influence (Hattie, 2003). Hence, this research recommends that improved ELT in Nepal is possible using a ‘bottom-up’ approach with initial efforts from the teachers. It is not possible to develop the education system overnight; therefore, teachers’ role becomes important to utilise minimum resources to generate maximum outcomes. This research acknowledges that Nepalese teachers are

teaching in challenging circumstances; however, innovations in teaching and increased efforts from the teachers will address some of the ELT issues, if not all.

Teachers have limited influence on the issues like community involvement, parental support, funding for education, and school leadership; however, they can keep on improving themselves for their improved teaching, advancement in students' learning and address the issues they encounter in their teaching. The participants' sharing seemed to indicate that teachers should be accountable towards learners and the community. They need to be committed to providing quality education; hence they have to be well equipped with skills and knowledge required for teaching. The participants believed that these skills and knowledge can be gained by teachers in the form of self-directed professional development. Self-directed professional development arises from the teachers' own initiative (Mushayikwa & Lubben, 2009). Minott (2010, p. 326) defined self-directed professional development as, 'updating or building up work-related knowledge that enables individuals to function effectively in their chosen profession.' This indicates that we need to keep on learning, updating our knowledge and skills to survive in any profession. Hence, I argue that teachers should not rely only on occasional trainings and seminar. They should self-initiate opportunities to learn and keep on updating their knowledge and skills to meet increasing challenges in the teaching profession. Thus, this research suggested four aspects of self-directed professional development: teacher as a learner, developing professional network, emphasising social learning and collegial support, and need for career development.

14.4.1.1 Teacher as a Learner

The participants of this research indicated that most of the Nepalese teachers lack aspiration to become independent and expert learners. Teachers have to continue learning and updating their skills and knowledge throughout their career with the constant emergence of

different innovative approaches. For this, positive attitude in learning should be among the teachers to better their content knowledge, to improve their own language skills and be acquainted with the range of ELT pedagogies. Teachers should keep on broadening and updating their knowledge and skills essential for effective ELT.

14.4.1.2 Developing Professional Network

ELT teachers in Nepal should value the need and importance of professional networking. The participants stated that, in some occasions, teachers find it difficult to find an appropriate person to enquire about their issues and challenges. Therefore, developing professional networking with local, national and international ELT experts through online and social networking groups will be immensely beneficial for fostering their knowledge, and skills required for effective ELT and problem solving. Organisations such as NELTA, British council and many others are actively operating to assist ELT teachers in Nepal. Hence, teacher can develop network with these organisations to seek opportunities to enhance their ELT skills.

Teachers can also use social networking sites to build network with international ELT experts. There are increasing social networking groups among people worldwide as per their likeliness. For example, Facebook groups, Twitter handling, Researchgate, Academia, and LinkedIn can be effectively used for networking and developing ELT skills and knowledge.

This research also suggests creating local ELT groups if national and international experts are beyond the reach. Sharing experiences, professional communication, online discussion and coaching, developing contacts, jointly developing ideas with local professional networks benefit teachers with innovative ideas for teaching and assist in problem solving.

14.4.1.3 Social Learning and Collegial Support

The participants believed in social learning and collegial support to enhance ELT practice; however, they stated that Nepalese teachers lack the culture of sharing, group work and collaboration, which has been discussed in section 11.3. The participants also expressed that the teachers should not always rely on the professional development opportunities from the government or other educational stakeholders. Rather, they should have the practice of reflecting, guiding and supervising each other. The culture of sharing, collaboration, peer supervision, assessment, and encouragement among the teachers expand, refine and build new skills essential for teaching and solve the problems within the workplace (Robbins, 1995). Moreover, the English language teachers in Nepal have also expressed their views to improve the existing practice of social learning and collegial support.

14.4.1.4 Career Development

From the view of most of the participants, it was evident that knowledge and skills gained during pre-service teacher training period can confine their understandings and abilities in teaching. Therefore, teachers should seek possible opportunities for on-going professional development. Rather than being an active political cadre, teachers should focus on increasing their academic qualifications, participate in formal or informal teacher trainings, educational leadership, reflecting on their own teaching practices and involving in continuous professional development activities which will enhance their further career development. Similarly, teachers can also enhance their knowledge to use modern technologies which will equip them to be better English language teachers.

14.4.2 Reform from the School Leadership

Nepal introduced some policies amendments in 2001 and 2002 to embrace decentralisation and the community participation in functioning of the schools (Khanal, 2011). With the policy amendments, school leadership in Nepal is more in the hands of the SMC and school Principal, also known as Headmaster. Although decentralised community management of schools is expected to result in more efficient management and secure local ownership and accountability (Carney, Bista, Agergaard, 2007), decentralisation management has tended to be more about administrative rather than education matters (Mulford, 2003). The decentralised school management in Nepalese is of no exception in that the school leadership in Nepal focuses on administrative works more often than less.

The participants believed that most of the SMCs formed in Nepal are not aware of the educational curriculum and education reform. Unfortunately, these SMCs are formed on the political background which has negatively affected the quality of education in the public schools. School leadership in Nepal is frequently criticised for misusing administrative power for intensifying political interferences, promoting nepotism and corruption (See section 10.2). For these reasons, the participants of this research maintained that school leadership in Nepal, in most instances, has failed to accomplish their task of reforming education. Rather than politically interfering and promoting nepotism in the school, the participants desired for the following characteristics among school leaders in Nepal: empower organisational commitment among the teachers; support teachers for their professional development, financial and human resource management; plan and implement localised policies; and develop infrastructure and resources. The participants believed that school leaders with these characteristics can develop schools into better academic institutions.

14.4.2.1 Empower Organisational Commitment among the Teachers

Meyer and Allen (1991) described organisational commitment as a psychological state of the employee that reflects their relationship with the organisation and has implications on their decision to continue or discontinue in the organisation. Therefore, it is very important that the school leaders encourage teachers to achieve the targeted ELT quality. For this, the school leaders should enhance teachers' sense of belongingness in the school, empower teachers with decision making autonomy, include them in future plans of the schools, review and appreciate the performance and administer grievance management policy within the school. This will increase teachers' motivation to perform better and stay in the organisation for a long period.

14.4.2.2 Support Teachers for their Professional Development

Even though school leadership can play an important role for teachers' professional development, the participants of this research believed that the support from school leadership is negligible and traditional (See section 12.2.4). The participants desired for the established practice of care, collaboration, reflection and mutual development in the school. They also believed that the school leadership can positively influence the strategies and implementation of teachers' professional development which is equally supported by literature. The leaders can organise and manage professional development programmes and individually mentor the teachers (Leithwood & Jantzi, 2006). These activities will promote productive and creative relationship between teachers and the school leadership. Similarly, Youngs and King (2002) ascertained that principals of schools can promote capacity of the teachers by establishing trust, emphasising teacher learning, and connecting their faculties to external experts or helping teachers generate reforms internally. School leadership can

redesign teaching programmes, develop inter and intra-school relationship, supervise teachers' performance, and provide constructive feedback.

14.4.2.3 Financial and Human Resource Management

The school leadership in Nepal is frequently charged for being corrupt, encourage political connection and promote nepotism and favouritism in teacher recruitment. Thus, the participants of this research expressed that the most desired reform at the school leadership level is transparent finance management and impartial employee recruitment. Although financial and human resource management could be extra responsibilities on school leadership, it is undisputed that school leaders are the people who best know the needs of the school. Therefore, the school leadership should make sure that the public money is used wisely.

14.4.2.4 Plan and Implement Localised Policies

The participants believed that the school leadership should come-up with localised plans and policies for the improvement of education quality. They expressed that teachers, school leaders, and the local community better understand the contextual issues and requirement of the school than the government. Thus, they recommended that the school leadership should design local policies in consultation with teachers and the community and make efforts on its effective implementation. The participants believed that localised policies will take account of the specific needs and challenges of the teachers and learners. One of the examples of the localised policy policies to improve the education quality shared by the participants is the initiation of English medium instruction in some of the public schools of Nepal. The English medium instruction has been implemented with combined efforts from

school leaders (the Principal and SMC), teachers and the community to improve educational quality.

14.4.2.5 Develop Infrastructure and Resources

The participants suggested that the school leaders should be encouraged to develop and maintain infrastructure and resources in the school. They believed that on the government has resulted in under resourced schools. Thus, school leaders should identify and address the needs of the school. Several advantages have been identified if school leaders develop and maintain infrastructure and resources in the school.

- a. Issues are locally solved, hence promptness in addressing the issues;
- b. Local vision, decision and recommendations can be incorporated; and
- c. Maximum use of locally available materials and resources.

The government budget may not be sufficient on most occasions, limiting school leaders to develop and maintain infrastructure in the school. Hence, school leaders can start initiatives to raise funds within the community, request for resources and labour contributions, and find possible donors.

14.4.3 Reform from the Community

The participants desired for significant contribution from the parents and the community members to improve ELT scenario in Nepal. They reported that a healthy relationship between teachers/school, parents and the community will be productive for learners' academic outcomes and schools' overall development. Uemura (1999) also believed that schools cannot and should not operate in isolation as separate entities; therefore, it is essential to establish a good understanding between parents, schools and communities.

Accordingly, it is recommended that the parents and the community members should play supervisory roles, assist in infrastructure development, and limit political interventions.

14.4.3.1 Role of a Supervisor to the School

The participants stated that the parents and the community members should play the role of the supervisor, guide and guardian of the school. For this, they have to frequently visit the school to supervise the performance of both learners and teachers. Frequent visits and consultations will increase accountability, regularity and work ethics among the learners and the teachers. Similarly, regular contact between parents and teachers helps teachers to know the learners better. This will assist teachers to be more aware about the learners' attitude in learning, physical or psychological needs and home environment. This will benefit teachers in addressing the learners' issues, such as failure to do homework properly, distressing behaviour, and irregular in the school. The participants also believed that regular interaction with the parents and the community members will widen their knowledge, which can be constructive for their improved teaching. Partnerships among schools, parents and the community are likely to encourage teachers to use locally available resources, which will have positive impact on their teaching. Henderson and Mapp (2002) indicated that collaborative work from schools, families and community supports students learning and they tend to do better in school, develop a liking for the school environment and stay longer in the school.

14.4.3.2 Role of a Supervisor to the Learners

The participants also recommended that the parents and the community members should not solely be dependent on teachers for better academic performance of their children.

They expressed that the parents should spare enough time to supervise and guide their children at home. They can also assist their children by creating a positive teaching and learning environment at home and motivating their children to be studious. Similarly, the parents and the community members can contribute by encouraging an English speaking culture at home and in the community. Although, this seems less practical in non-English speaking context like Nepal, it is anticipated to stimulate positive learning environment for EEL learners.

14.4.3.3 Assist in Infrastructure Development

The participants expected the community to assist school in the development of infrastructure and resources. This assistance can be in any form: cash, goods or labour contributions. Also, the community members can support schools by raising funds for its smooth functioning. Community participation in developing infrastructure and resources will reduce the school reliance on the government.

14.4.3.4 Limit Political Interventions

Schools in Nepal being politically interfered by the community were frequently mentioned by the participants of this research. Persistent political interference has hindered smooth functioning of the school and teaching and learning activities. The government of Nepal has declared schools as a ‘peace zone’ and requested the lower-level educational stakeholders like teachers, school leaders and the community for not enforcing interventions to meet political objectives. Therefore, the community should limit or stop political interventions in the school and encourage politics free academic institutions.

14.4.4 Reform from the Government

Although this research supports the ‘bottom-up’ education reform, this does not mean that the government have limited responsibilities. The participants detailed that the government should play a significant role in improving ELT quality in Nepal. Firstly, this thesis recommends proper policy design and its effective implementations. The Nepalese governments’ approach of designing and implementing policies without consulting the grassroots educational stakeholders, such as teacher trainers, community members, school leaders and teachers, was criticised by the participants. Most of the educational programmes and policies in Nepal are implemented for the interest of the donor agencies; one of the examples is implementation of Community School Support Project in the interest and funding of World Bank (Khanal, 2011), and grassroots stakeholders either have little or no information about the policies even after it is being introduced (Carney, Bista & Agergaard, 2007). As a consequence, the participants expressed that the government should implement the policies after regular consultation with grassroots stakeholders. There was a general agreement among the participants that including the voices of local stakeholders will address the issues of our own. Hence, they proposed the following recommendations.

14.4.4.1 Policy to Standardise Teachers’ English Language Proficiency

In the absence of standardised English language proficiency requirement for EFL teachers, the participants believed that less deserving people are entering in the teaching profession. Therefore, it is recommended that the government of Nepal should introduce a policy to standardise teachers’ language proficiency. Teachers’ target language proficiency has been recognised as an influencing factor for successful teaching and student learning

(Butler, 2004; Canh & Renandya, 2017; Cheng & Wang, 2004; Richards, 2015). Hence, this standardisation of the language proficiency among EFL teachers ensures effective ELT practices. Moreover, the government should also have a definite plan to enhance English language proficiency of below standard teachers. The introduction of these policies will result in higher levels of English language proficiency among the teacher because the quality of education should not be compromised due to teacher's English language proficiency.

14.4.4.2 Improvement in Teacher Management Policy

The participants stated that the government has failed to recruit enough teachers, which has direct consequence on the teaching and learning process. Shortage of the teaching staff in the schools of Nepal is one of the reasons for increased teacher-student ratio. To address the issues of insufficient teachers, SMCs have authority to recruit teachers on contracts. There is inconsistency in job security, salary and benefits between permanent and teachers on contracts. It is widely noticed that teachers under different contracts receive very nominal salary and benefits. This parallel recruitment policy has created a huge dissatisfaction among them. Thus, it is recommended that the government should formulate and implement definite teacher management policy, which should ensure consistency, fairness and transparency in teachers' recruitment, promotion and transfer.

Given the current economic status of Nepal, it is very unlikely that the government of Nepal will facilitate teachers with increased salary and other benefits. In spite of this, the participants of this research suggested that the government should increase salary and benefits of the teachers to keep them motivated in the profession. They also claimed that the salary and benefits of teachers are sufficient only for survival. Thus, it is recommended that teachers' should be paid handsome salary with easy home loan, medical insurance,

performance based promotion and other facilities to improve teachers' motivation as well as to attract more qualified professionals into the teaching profession.

14.4.4.3 Professional Development Policies

The current practice of teacher professional development in Nepal is traditional, inadequate and inconsistent (See section 12.1). The participants recommended administering effective professional development programmes, particularly for EFL teachers. They suggested that the professional development programmes should be based on research of Nepalese ELT context which should address the contextual needs of Nepalese EFL teachers and its quality and effectiveness should be governed by the government. It is recommended that the government should govern the effectiveness of the existing professional development programmes.

This thesis has already discussed the importance of networking for teachers' professional development (See section 14.3.1.2). Hence, it is recommended that the government should facilitate professional networking for EFL teachers with national and international experts.

The participants of this research indicated that the school principals in Nepal, on most occasions, are selected on the basis of their teaching experience or seniority. Though there are leadership development programmes, its effectiveness was questioned by the participants. Thus, the government should monitor and regulate leadership development programmes for the school principals and teachers. Similarly, schools were handed to the community without enhancing leadership abilities of the community members. Therefore, the government should have definite policies to develop leadership abilities of SMC members too.

14.4.4.4 Policy to Develop Infrastructure and Resources

The participants of this research expressed their belief that schools' physical condition has a significant impact on the quality of education. They believed that the physical infrastructure of the Nepalese schools need thorough maintenance and development. For this, it is recommended that the government should allocate significant budget to build infrastructure and resources, such as school buildings, proper libraries, language learning labs with appropriately developed infrastructure for using audio-visual materials and ICT. Literature indicated that improved physical environment is positively correlated with better student outcomes (Greenwald, Hedges & Laine, 1996; Stevenson, 2001).

14.4.4.5 Proper Supervision and Monitoring Policy

The participants termed school supervision and monitoring in Nepal as very poor and criticised the role of district education officers and school supervisors. Although a District Education Officer and school supervisors are assigned in each district of Nepal; the participants stated that they either are busy in administrative work, have high workloads or are reluctant in visiting individual schools. Hence, it is recommended that the District Education Officer and school supervisors should be made accountable and perform their duties effectively. As a consequence of ineffective supervision and monitoring from the government and its responsible departments, unaccountability among the teachers has increased. Therefore, the need of proper supervision and monitoring was emphasised. Timely supervision not only reduces unaccountability among the teachers, but also helps in building a strong professional relationship between teachers, schools and the government agencies.

14.4.4.6 Policy to Reduce Political Interferences

The participants criticised the government in failing to eliminate political interferences in the education system. Most of the political parties have their sister organisations operating in the educational institutions. The aim of forming these sister organisations is to represent teachers' voice to the bureaucrats; however, this has increased political conflicts among the teachers. It is often that the teachers with good political connections get their issues addressed and voices represented, increasing nepotism and favouritism in the school as well as in the system. Thus, the government should introduce a policy to form a single and non-political trade union of teachers. This non-political trade union of teachers should address the issues of teachers without being governed by political ideologies. This will not only limit teachers' political activities within the schools, but also restricts systemic political interventions.

14.4.4.7 Improvement in Examination Policy

The examination practice in Nepal stresses the writing skill of learners, while listening and speaking skills are given the least importance. The participants believed that the writing focused examination practice results in teachers emphasising the writing aspect only in their teaching. This limits learners' development of other language skills of English language. Hence, it is recommended that the examination policy should give equal prominence to all the language skills.

14.4.4.8 Participatory Planning

The participants of this research criticised the policymakers for not including the voice and perspective of local stakeholders. Hence, this research purposes participatory

planning as a ‘bottom-up’ approach in future education reforms. All the concerned stakeholders for education development should be involved in formulating policies or programmes with frequent reviews and revisions. This will encourage the belongingness of programmes and policies among the local stakeholders, thereby increasing the possibility of effective implementation.

14.5 Contribution to New Knowledge

The finding of this research can have implications for future ELT practice in Nepal and around the world. This research identified several issues and challenges affecting ELT education which have been presented in the pyramid structured issues hierarchy. It revealed that ELT issues are intertwined and positioned from macro to micro levels with the system-wide level issues on the top and the actual classroom issues on the bottom. The ‘top-down’ influence in the education system indicated that the educational policies administered at the top of the hierarchy largely determine the effectiveness of ELT programmes.

The specific findings of this research can be applicable to other ELT contexts too. Especially, the issues hierarchy developed in this research has unfolded ELT issues at different levels of the education system, which can be used as a framework to comprehend issues and challenges in other ELT contexts of similar characteristics and nature. The issues hierarchy can be used as a defining framework, especially in those contexts where they still follow the ‘top-down’ education approach like Nepal. Moreover, this research used the multiple levels, the pyramid structured hierarchy, method of analysis to study the Nepalese ELT contexts; however, it can be also used as an approach to study the whole education system. It can provide a useful theoretical framework to study education systems around the world.

Similarly, the issues hierarchy provides a framework for future research. The issues identified in this research are macro in nature which can be further researched for in-depth understanding. For example, extensive political interference and its impact of ELT practice, teachers' professional identity and its impact on their performance, English language teachers' professional development in Nepal can be studied separately comprehensive understanding. Moreover, the issues hierarchy of this research is qualitative driven; hence quantitative researchers can use this framework to quantify the findings. The quantitative research using the suggested framework will provide further details to the understandings that were generated in this research.

Lastly, the 'bottom-up' approach to reform advocated in this research can add a dimension to education research. The 'bottom-up' approach of education research can be practical in other ELT contexts which have issues similar to the Nepalese context. Education contexts with bureaucratic failure, systemic corruption, extensive political interferences in education and unaccountable educational stakeholders can implement the 'bottom-up' education reform as suggested in this research.

14.6 Concluding reflection

When I started this research, I assumed that English language teaching in Nepal faced significant issues and challenges. I used to think about the possible reforms that could contribute in enhancing the quality of ELT in Nepal. Yet, the instable political situation, ineffective policies, bureaucratic malpractice and low socio-economic status led me to believe that education reform would be almost impossible.

This research confirmed that top-down pressure in the education system, such as ineffective policies, limited funding, social and political context has an influence in the classroom practice. The aim of this research was not to forward issues and challenges only; it

also aimed to recommend practical solutions for the problems. Analysis also revealed two possibilities of education reform: top-down and bottom-up. A top-down approach refers to changes that are initiated and administered from the system level; while a bottom-up approach is implicated in initial changes in the grassroots level, i.e. teachers, school leaders and the wider community.

Initially, I had a perception that the government of Nepal was solely responsible for the poor ELT environment; hence education reform should be initiated and administered from the government/systemic level. However, after spending the last four years on this research, I have realised that other stakeholders such as teachers, school leaders and wider community are also an active ‘component’ of this situation. Being engaged with this research for four years has led me to believe that a bottom-up approach would also generate effective results in Nepal.

System level changes in politically and bureaucratically instable contexts like Nepal are difficult to achieve. Bureaucratic instability has significantly hindered policy implementation and governance. Issues of resourcing and improving infrastructure for ELT cannot immediately be resolved due to the current economic condition of Nepal. Hence, I recommended for reformative work at the bottom level of the education system. I believe that addressing the issues at the classroom, teacher or school level can be productive to enhance the ELT quality. My interactions with teachers from different parts of Nepal gave me the sense that the efforts of a teacher or a school can initiate positive change. In order for this to occur, teachers should be guided by their working ethics and accountability; school leaders should not only focus on administrative work, but should have definite plans to improve educational quality and the community should participate in school education and decision making. We can invest on education, implement several policies and develop infrastructure but this will be meaningless if teachers and schools do not perform their role effectively. I

also learnt that complete reliance on the government will not benefit the education system; hence desired ELT environment will be achieved once teachers, schools and the community become accountable for their role to improve the quality of education.

Despite the seemingly overwhelmed challenges faced by English language teachers in Nepal, this research has offered me a glimpse of hope and positivity for improving ELT in Nepal.

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